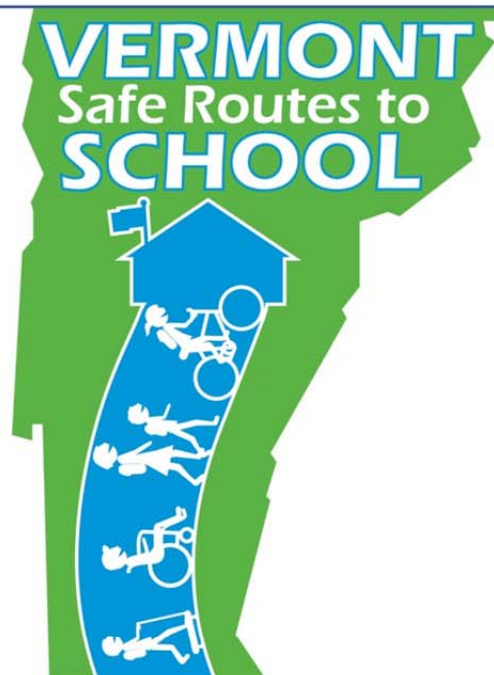


Neshobe School

Safe Routes to School Travel Plan July 2013



*Prepared with assistance from the VT SRTS Resource Center
SafeRoutesVT.org*

Thanks to all the Neshobe School Safe Routes to School team members who helped to develop this Travel Plan.

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INTRODUCTION

This Travel Plan represents the work of the Neshobe School Safe Routes to School Team. Our school is striving for a Silver-level Partnership with the Vermont Safe Routes to School Resource Center. We believe this travel plan is a good way to ensure an on-going Safe Routes to School program at our school.

The Neshobe School administration assembled a diverse Safe Routes to School (SRTS) team, consisting of parents, teachers, town officials and other community members, which has provided input, guidance and oversight in writing our plan.

| Members of the Neshobe School Travel Plan Team | |
|--|--|
| Judi Pulsifer, Neshobe Principal | Tina Wiles, Brandon Zoning Admin. / Parent |
| Sally Beayon School Nurse Neshobe School | Bill Moore, Rec. Dir./Parent |
| Anne Bransfield, Brandon P.C. Chair | Becky Congdon, District Bus Coord. |
| Debbie Boyce, Rescue/ PTO/Parent | Kelly McCullough, PTO/Parent |
| David Atherton, Selectboard/Parent | Justin and Jodi Pelkey, Parents |
| Ben Herrick, Brandon Police D./Parent | Brian Sanderson, Brandon Public Works Director |
| Danielle Spaulding, Guidance Counselor /Emergency Team | Chris Greco, Student Support Counselor /Emergency Team |
| Devon Fuller, Selectboard/School Board/ Parent | Susan Schreibman, Rutland Regional Planning Commission |
| Rena McDonough, Neshobe PTO | |

The Five E's

SRTS combines many different approaches to make it safer for children to walk and bicycle to school and to increase the number of children doing so.

Engineering strategies create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding schools. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, and establishing safer and fully accessible crossings, walkways, trails and bikeways.

Education programs target children, parents, caregivers and neighbors, teaching how to walk and bicycle safely and informing drivers on how to drive more safely around pedestrians and bicyclists. Education programs can also incorporate health and environment messages.

Enforcement strategies increase the safety of children bicycling and walking to school by helping to change unsafe behaviors of drivers, as well as pedestrians and bicyclists. A community approach to enforcement involves students, parents or caregivers, school personnel, crossing guards and law enforcement officers.

Encouragement activities promote walking and bicycling to school to children, parents and community members. Events such as Walk to School Day, contests such as a Frequent Walker/Bicyclist challenge, or on-going programs such as a Walking School Bus or Bicycle Train can promote and encourage walking and bicycling as a popular way to get to school.

Evaluation is an important component of SRTS programs that can be incorporated into each of the other E's. Collecting information before and after program activities or projects are implemented allow communities to track progress and outcomes, and provide information to guide program development.

- Excerpted from "Safe Routes to School: A Transportation Legacy", the report of the National Safe Routes to School Task Force

The ideas and recommendations developed during this process will guide us in creating a well-balanced approach to building our SRTS program at Neshobe School. This document is a resource to plan our encouragement, education, enforcement and evaluation efforts with assistance from the VT SRTS Resource Center. In this way it will be a “living document” to be reviewed and updated each year. The plan also includes recommendations for engineering projects near Neshobe School for walking and biking.

The Vermont Agency of Transportation (VTrans), through the Vermont SRTS Resource Center, has provided technical assistance in producing this plan. With the help of the Resource Center, we have identified infrastructure improvements that would have a positive impact on walking and biking to school. These infrastructure recommendations are considered to be planning level recommendations and will require further engineering analysis to determine feasibility. It is our hope that our recommendations can be the basis for grants and/or improvements initiated by the Town of Brandon and/or Rutland Northeast Supervisory Union. The end of our plan includes several attachments with additional information to help us get the recommendations of our plan underway.

TEAM VISION

The SRTS program at Neshobe School aligns with Brandon’s efforts towards promoting better mobility for pedestrians and bicyclists. The SRTS program goals of combining engineering, education, enforcement, evaluation and encouragement strategies (also known as the Five E’s) to improve the safety and health of students who walk to school fit our school and town’s values. **Our vision for Neshobe School and the surrounding Forest Dale community is to have:**

- Safe traffic patterns for all modes of transportation;
- A community culture where students and families feel safe walking and biking together to school, recreation areas, and other destinations in town;
- Neshobe School families prefer walking and biking to school over other means of transportation, even those who live further than two miles away from school, resulting in more students walking, biking, or riding the bus to school than arriving by car;
- Neshobe School parents feel comfortable letting their children walk or bike to school; and
- Road users are educated on how to be safe drivers, bikers, and/or pedestrians.

This SRTS Travel Plan outlines our school’s intentions for making walking to and from school more sustainable and safer for students and the community. Through our SRTS program and efforts, we hope to reach a rate of **10%** of our students walking or biking to school or parking and walking from the Senior Center at least **3** days a week during the fall and spring seasons of the 2013/2014 school year and **20%** during the following school year.

ABOUT THIS PLAN

Our SRTS team met three times with the Vermont SRTS Resource Center to develop and adopt this SRTS Travel Plan. Each meeting provided education on the benefits of SRTS and highlighted successful program components and strategies. We discussed education, encouragement, enforcement, engineering and evaluation strategies, which helped us to identify needed additions and complimentary programs to support our existing efforts as well as our beneficial engineering strategies.

| Meeting Date | Content and Outcomes |
|------------------|---|
| January 23, 2013 | Kick-off Meeting: How the Vermont SRTS Travel Plan Works <ul style="list-style-type: none">- Award of the planning assistance grant- Overview of the planning process- Opportunity and barrier discussions- Four E discussion |
| March 6, 2013 | Travel Plan Review <ul style="list-style-type: none">- Reviewed the draft plan- Identified roles and immediate steps for non-engineering recommendations |
| April 2013 | Plan Adoption <ul style="list-style-type: none">- Adopted plan- Began implementation of non-infrastructure recommendations |



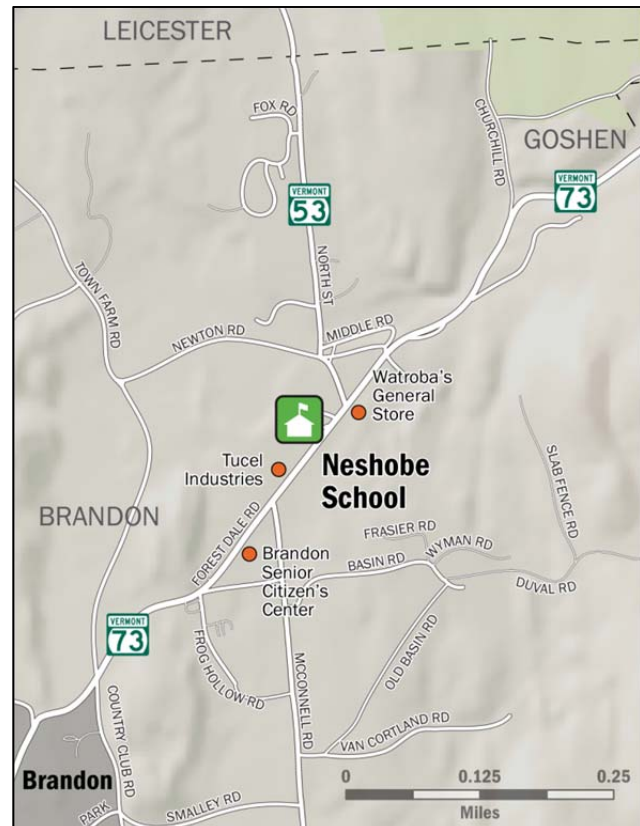
TRAVEL PLAN CONTEXT

NESHOBESCHOOL AND FOREST DALE OVERVIEW

Neshobe School is located in the hamlet of Forest Dale in the Town of Brandon, a community in northern Rutland County in western Vermont. Forest Dale extends along Forest Dale Road east and west of the school, and north along North Street. The area is primarily residential with a small industrial building housing Tucel Industries (Tucel) with a large parking lot located directly west of the school. There is a local general store on the south side of Forest Dale Road at the intersection with North Street. There is also a community senior center approximately 0.7 miles west of the school on the south side of the street.

Neshobe School is located on Vermont Route 73 (Forest Dale Road) approximately 325 feet west of the intersection with Vermont Route 53 (North Street). The State of Vermont has classified Forest Dale Road as a Major Collector on a State Road. The posted speed limit near the school is 35 MPH. A traffic count on Forest Dale Road in 2007 recorded 2,100 vehicles per day. VTrans has classified North Street as a Minor Collector on a Class 2 Town Road. Its posted speed limit is 25 MPH near the school and 35 MPH north of the Newton/Middle Roads intersection. A traffic count in 2011 recorded 2,000 vehicles per day on North Street. McConnell Road, which intersects Forest Dale Road approximately 0.5 miles west of Neshobe School, is a Class 2 Town Road. The speed limit on McConnell Road is 30 MPH between Forest Dale Road and a little bit south of the intersection with Paint Brush Road; south of this point, the speed limit is 40 MPH. The recorded average daily traffic on McConnell Road in 2010 was 1,700 vehicles per day.

Forest Dale Road is paved and is approximately 24 feet wide. It has two 11-foot travel lanes with approximately 1-foot wide paved shoulders on each side. North Street is paved and is 20 feet wide with no delineated shoulder. McConnell Road is also paved and 20 feet wide. There are no delineated shoulders on the pavement.



Context map for Neshobe School.

An asphalt sidewalk is located on the north side of Forest Dale Road from the intersection with VT Route 53 west approximately 100 feet west of the intersection with McConnell Road. The sidewalk changes to concrete at this location and continues west approximately 850 feet before ending at a crosswalk on Forest Dale Road. A concrete sidewalk continues further west on the south side of Forest Dale Road for approximately 330 feet. The asphalt sidewalk varies in width from three to four feet and does not appear to meet ADA slope requirements in a few locations. The surface is also variable and water ponds on the sidewalk when it rains or snow melts. The concrete sidewalk is four feet wide with a relatively smooth surface, but it stops at each driveway that crosses it; most of the driveways are gravel.



Forest Dale Road looking west, with the asphalt sidewalk.

A concrete sidewalk is located on the east side of North Street. It begins on the south end approximately 30 feet north from the curb at the intersection with Forest Dale Road and continues north to just before the bend in the North Street south of the intersection with Newton Road. At this point the sidewalk moves away from the road and drops to the east at the bend and ends at Middle Road. This last section of sidewalk is not adjacent to a roadway and is lined on both sides by deciduous and evergreen trees.



The intersection of North Street and Forest Dale Road from the North Street sidewalk.

The sidewalk on North Street is only on the north side of the road making it necessary to cross North Street at Forest Dale Road to continue on the Forest Dale Road sidewalk to Neshobe School. The sidewalks on each street, Forest Dale Road and North Street, terminate short of the intersection. As a result, there is presently no point where the sidewalks align to install a crosswalk connecting the two.

There are no sidewalks along McConnell Road.



The school and driveway looking north. Source Google earth.

Access to Neshobe School from Forest Dale Road is provided via a one-way driveway loop extending into the site from a single access point on the road. There are angled parking lines on the inside of the loop on both the inbound and outbound sides of the driveway. The end of the loop is a half circle driveway & drop off area reserved for buses only. A short one-way car lane links the two sides of the access driveway at the beginning of the bus drop off half circle. It is open to all vehicles. The car lane has sidewalks along both sides. Crosswalks link both of these sidewalks to the front entrance to the school.

A concrete sidewalk runs from the sidewalk along Forest Dale Road through the middle of the lawn in the center of the two legs of the driveway loop to the sidewalk on the south side of the car lane. There is a bicycle rack along the sidewalk in the middle of the loop.

A second driveway branches off the driveway loop and wraps around the front and western side of the school building to reach a larger parking area in the rear on the west side of the school.



The center sidewalk with the exiting side of the loop access drive on the left and the main school building behind on the left.

CURRENT SCHOOL DEMOGRAPHICS

Neshobe School has a total of 398 students enrolled for the 2012-2013 school year. Our school serves pre-kindergarten through sixth grade. Students come from the towns of Brandon and Goshen.

| Demographic | Count | Percentage of student body |
|---|---------------------------------------|----------------------------|
| Students with Physical Disabilities | <i>No data available at this time</i> | |
| Limited English proficient students | <i>No data available at this time</i> | |
| Students living within 1/4 mile of school | <i>No data available at this time</i> | |
| Students living within 1/2 mile of school | <i>No data available at this time</i> | |
| Students living within 1 mile of school | <i>No data available at this time</i> | |
| Students living within 2 miles of school | <i>No data available at this time</i> | |
| Students in Pre-K | 74 | 18% |
| Students in grades K-3 | 197 | 49% |
| Students in grades 4-6 | 131 | 33% |

CURRENT STUDENT TRAVEL MODES

| Travel Mode | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Public Transit | Other |
|---------------------------------------|-----------------|------|------|------------|----------------|---------|----------------|-------|
| Tuesday AM | 290 | 1% | 0% | 63% | 35% | 0% | 0% | 0.3% |
| Tuesday PM | 293 | 0.3% | 0% | 76% | 22% | 0% | 0% | 1% |
| Thursday AM | 279 | 1% | 0% | 65% | 34% | 0.4% | 0% | 0% |
| Thursday PM | 277 | 0.4% | 0% | 77% | 21% | .04% | 0% | 1% |
| Percentage of Student Body on Average | | 0.8% | 0% | 70% | 28% | 0.2% | 0% | 0.7% |

Data in both tables based on SRTS Student Tallies administered in January 2013. Additional information found in **Appendix C**.

Neshobe School offers busing to all students outside of 1/8 mile radius from the school. The school requests that parents let them know if their student will be walking or riding a bicycle to school. They also ask that parents agree to have their children wear a helmet if they bike to school. According our VT SRTS Partner enrollment form, 10 children were identified as walkers or bikers by their parents at the start of the school year.

SCHOOL ARRIVAL AND DISMISSAL PROCEDURES

Neshobe School relies on policies, practices, and support activities to ensure a safe and orderly process for students to arrive at school, regardless of how they travel to school. Parents are reminded of these procedures in the student handbook and the school newsletters that are sent home with students.

The students that currently walk to school enter the school property first via the sidewalk at the middle of the entrance loop and then the sidewalk along the interior link. An adult staff member monitors automobile and bus traffic to let the walking students cross the leg of the internal drive to reach the school. Students that bicycle to school also use this same sidewalk to reach the bicycle rack.



The first bus arrives at the front entrance to the school (on the left).

Parents and the nine school buses serving the school use the front entrance drive to Neshobe School to drop-off elementary students. The buses arrive between approximately 7:20 and 7:40 AM and stop in the one-way access loop reserved for buses near the front of the school. At least four school staff members oversee the drop-off period.

Private vehicles also use the main access loop to drop children off along the access drive linking the two sides of the loop driveway. There is room for up to four vehicles to stop and let students out. The private vehicles arrive before, during, and after the bus drop-off times. Those that arrive before the buses, pull up to the front of the school via the access drive loop.

Several high school students also walk or take the bus to the elementary school and then transfer to a second bus that takes them to the high school.

In the afternoon, two initial buses arrive at approximately 2:30 PM to pick up a few students with special travel arrangements. At approximately 2:35 PM, the students walking home are dismissed. Shortly after, the rest of the seven regular buses line-up in a specified order along the entire western side of the entry drive as well as the loop at the end of the drive. After the buses are in their assigned place, the rest of the students leave the school and board the buses. The students are organized at four separate entrances to the school according to which bus they are boarding.

Parents taking their children home in private vehicles typically park their cars and walk to the front door of the school to meet the students. Some of these parents pull up to the interior drive and park while others travel around the loop drive and head to the back parking lot to park. Parents parked in the back parking lot have to wait until the buses have departed and the driveway is clear to exit.



| Arrival | | |
|----------------|--|-----------------|
| Travel Mode | Procedure | Time |
| Walk | Arrive staggered. Enter through the front door. | 7:30am-7:50am |
| Bike | Puts bike in rack and enters through the front door | 7:30am-7:50am |
| School Bus | Arrive staggered. Enter through the front door. | 7:20am-7:50am |
| Family Vehicle | Arrive staggered. Unload on different side of school than buses. | 7:20am-8:00am |
| Dismissal | | |
| Travel Mode | Procedure | Time |
| Walk | Leave through the front entrance | 2:35pm |
| Bike | Leave through the front entrance and head to bike rack | 2:35pm |
| School Bus | Bus riders dismissed at one of four doors closest to students' bus | 2:40pm |
| Family Vehicle | Parents line the access drive or park in designated spaces and wait for students at the front door | 2:30pm – 3:00pm |

The K through Grade 3 students riding the bus home are not allowed to exit the bus if a parent or permitted older sibling is not present or visible to the bus driver.

EXISTING TRAVEL HABITS

Students that walk to school generally use the sidewalks along North Street or Forest Dale Road.

On the day of our safety audit in February, we did not observe any student bicycling to school and noticed only two students walking to school.

According to the parent survey, most of the parents of students living between one half mile and one mile from school who do not allow their children to walk or bike to school listed the following reasons that deter them from allowing their children to walk or bike to school:

- The volume and speed of the traffic on the road;
- The overall distance the students must walk,
- The lack of sidewalks or paths;
- The safety of intersections and crossings; and
- Violence or crime.

Those parents that do allow their children walk to school were most concerned about the lack of adults who are available to supervise walking and biking groups. Most parents, no matter where they lived or what transportation mode they chose, were concerned that there were no sidewalks or pathways leading to the school. **Appendix D** contains a copy of the full parent survey results.

These parent concerns informed the selected strategies outlined for the remainder of this school and the coming school year, 2013-2014.

KEY ISSUES

The team identified the following barriers and opportunities to walking or bicycling during the bicycling and walking audit and from the parents' survey.

Barrier: Difficult crossing North Street at the intersection with Forest Dale Road due to the lack of a crosswalk and lack of alignment of the sidewalk system.

The lack of a crosswalk at the intersection of Forest Dale Road and North Street makes it difficult for pedestrians to cross North Street, especially for students in the morning when there is commuter traffic heading south toward the Brandon town center. Many adults oppose having their children walk and bike to school without a crosswalk from North Street sidewalk to the Forest Dale Road sidewalk.

In order to install a crosswalk, the sidewalk system needs to be extended to the intersection. The North Street sidewalk does not extend all the way to Forest Dale Road. The Forest Dale Road sidewalk does not wrap around the corner of North Street. The VT Pedestrian and Bicycle Design Manual guidelines for crosswalk installation require sidewalks or other pedestrian receiving facilities, at either end of a crosswalk. The current condition prevents a crosswalk from being installed to Vermont standards at this intersection because, if placed in front of the stop bar on North Street, the crosswalk would not connect to either sidewalk.

Barrier: The tight, sloped "S" curve and limited sight distances on North Street just south of the intersection with Newton Road make the road difficult for bicyclists.

North Street is generally perceived as narrow along its straight sections. The narrow pavement within the tight curves on North Street near the Newton/Middle Roads intersection, combined with the steep grade on the road and the adjacent forested slopes on both sides of the road severely limits sight distances on the road and at the intersection. North Street itself near the “S” curve is not conducive to bicycle riding.



Looking down the “S” curve on North Street.

The intersection just to the north of this curve, with Newton Road to the west and Middle Road to the east, is controlled by stop signs on North Street southbound and on the two side streets. There is no stop sign on North Street northbound because it is difficult for drivers to see the intersection, or a stop sign, from within the “S” curve until they are almost at the intersection. The lack of visibility and stop sign makes it difficult for pedestrians to cross North Street from the west side to the east side towards Middle Road to reach the sidewalk that heads up the hill to North Street.



The vegetation along the North Street sidewalk at the northern end.

Barrier: The enclosure of evergreens and vegetation on the northern end of the North Street sidewalk minimizes sight distances.

The existing sidewalk avoids the turns on North Street by curving to the east downhill away from the “S” curve on North Street, ending at Middle Road. This path away from the road is a narrow cut through evergreens and is relatively dark at the start and end of the day.

Barrier: Lack of shoulders or sidewalk along North Street beyond the end of the existing sidewalk.

There is insufficient space for students living north of the Newton Road/Middle Road intersection with North Street to walk along the side of the road. If students live on the west side of the street, it is also difficult to cross North Street close to the Newton Road intersection due to the sight distance restrictions for northbound traffic on North Street (see above).

In acknowledgement of this barrier, the Town of Brandon submitted a Transportation Alternatives grant application to conduct a scoping study for an extension of the existing sidewalk along North Street to Deer Run Road. Deer Run Road is within the northernmost residential area in Brandon along North Street.

Barrier: Lack of shoulders or sidewalk along McConnell Road or Forest Dale Road west of the Senior Center or east of the North Street intersection.

Neither McConnell Road nor the eastern portion of Forest Dale Road has marked shoulders. The roadways are 20 feet wide with one lane in each direction. Each road has gravel shoulders one to two feet wide. The paved shoulders on Forest Dale Road west of the intersection with Paint Brush Road and Route 73 into the Brandon town center are also narrow, making bicycling from the town center to the school uncomfortable and difficult.



Looking south on McConnell Road.

Barrier: The excessive speed of vehicles on Forest Dale Road near the school and other roads in the town, as noted by many parents and teachers.

The speed limit is not currently reduced for a school zone on Forest Dale Road near Neshobe School. Of the speed limits on roads near the school, Forest Dale Road is the highest at 35 MPH. There is no current speed data for traffic on Forest Dale Road. McConnell Road, a town road, is 30 MPH; the 85th percentile of recorded speeds on McConnell Road is 49 MPH. The posted speed limit on North Street, a Vermont state route, is 25 MPH; there is also no current speed data for traffic on North Street.

Barrier: The narrowing of the roadways in the winter due to snow banks with the corresponding increase in conflicts between motorists and pedestrians and decrease of the overall visibility of pedestrians.

Brandon often experiences long periods of continuous snow on the ground. Snow removal from the roads creates snow banks along the sides of the road, obscuring motorists' sight lines when there is even the slightest curve in the road and at intersections. The current snow plowing practices by the Town of Brandon and State of Vermont road crews is to plow the gravel shoulders of the road along with the roadway, where possible, which helps to create visible spaces for pedestrians at the edges of the road.

Opportunity: Existing sidewalks.

The existing sidewalks along Forest Dale Road and North Street make it easier to encourage students living close to school to walk.

Opportunity: The availability of the senior center parking lot as a potential alternate bus or parent drop off location.

The Senior Center has a large parking area that is relatively empty early in the morning. It is connected to the school by a sidewalk and crosswalk on Forest Dale Road. The parking area would make an ideal location for creating an alternate location for occasional student drop-offs

and a starting point for walking school buses, allowing many more students to walk at least some distance to school.

Opportunity: Schoolhouse Road, a Class 4 Town Road, could serve as a trail link extending the reach of the North Street sidewalk.

Schoolhouse Road is almost directly opposite the end of the North Street sidewalk at Middle Road. Using a portion of the Class 4 Town Road right-of-way as a trail to extend pedestrian facilities another block north to Furnace Road would be a quick, relatively inexpensive and practical way to extend the benefits of the North Street sidewalk through the residential area.

Opportunity: The school property to the east of the entry loop could provide an opportunity to create a path to a new drop off location on the eastern edge of the property or in the parking lot of the adjacent church property.

The school district recently purchased the field to the east of the existing school and entry driveway loop. As part of the use of the property, a new driveway could provide a more organized student drop-off location. It may also be possible to work with the adjacent church to use their parking area as a remote student drop-off location. A path could join the drop-off location, where ever it might be, with the school entrance without crossing vehicular driveways.

Opportunity: The Town considered creating a bicycle and pedestrian facility in 1996 linking the Neshobe School with downtown Brandon.

The Town of Brandon worked with a consultant to prepare a conceptual alignment analysis of the Brandon Path. The routing was primarily along Park Street Extension, Country Club Road and Town Farm Road, with an off road section linking Town Farm Road and Neshobe School. Because the study is over 15 years old, a new study would be needed to review the analysis and conclusions to make sure that they are still accurate. Associated cost estimates would need to be updated before the Town could proceed with any development plans for the project with state or federal funding. The existence of the report, however, increases the likelihood that improved bicycle and pedestrian facilities can be created to link the school with the Brandon downtown.

NON-ENGINEERING TRAVEL PLAN RECOMMENDATIONS

OVERVIEW

This Travel Plan is comprised of several sections detailing activities and programs for our school to implement now and projects for us to develop over time with local officials and the Supervisory Union.

Non-Engineering Plan

This Travel Plan identifies best practices for education, encouragement, enforcement and evaluation activities and programs suitable for our school. **Appendix F** includes information on the basis and considerations for each strategy, the specific terms that are appropriate to use for these strategies and resources to help us implement them.

18-Month SRTS Activity Calendar

Our team will pursue a smaller subset of items in the non-engineering plan during the next 18 months. We will review our work periodically, adding additional activities that will continue the SRTS program momentum.

Engineering Recommendations

With assistance from the Vermont SRTS Resource Center, we have identified short and long-term engineering treatments to make walking and bicycling to school safer for our students.

We identified a number of activities and programs to expand our existing program of promoting safe walking and biking to school. These activities and programs, while grouped primarily by “The Five E’s”, are dependent upon each other for their individual success. We plan to work on our highest priority programs this year, following up with other programs in successive years. We used the timeframe below to determine when to initiate programs:

| Type | Short | Long |
|---|---|--|
| Encouragement, Education, Enforcement, Evaluation, Policies | What we plan to do this or next school year | What we plan to do in two school years or more |

We have identified the activities and programs we expect to work on during the next 18 months in the following section. Long Term strategies are described in subsequent sections. **Appendix A** includes a calendar for our strategies.

SHORT TERM EDUCATION STRATEGIES

The education strategies included in our 18-month activity calendar are aimed at providing students with pedestrian walking skills. Specifically, we will:

- Provide walking and bicycling educational materials to students to share with their parents;
- Conduct a bicycle rodeo in May as part of Safety Day with Bicycle Safety Fair Kits available from Safe Kids Vermont;
- Provide bicycling and walking tips and tools from the VT SRTS Partner Resource CD and in the VT SRTS monthly newsletters to students, parents, and the community via the school's website, the school newsletter, the Town's website, the *Rutland Herald* newspaper, the Brandon Chamber of Commerce, social media and the PTO;
- Share information about Neshobe's Safe Routes to School program by including a display each year at Town Meeting Day;
- Dedicate a day each Fall to review transportation safety with students;
- Bring the SRTS plan to the larger Brandon and Goshen communities, and
- Work with the Brandon Police to create an annual talk/activity session about safe walking and bicycling to grades 3 and 5.

SHORT TERM ENCOURAGEMENT STRATEGIES

Encouragement strategies included in our 18-month activity calendar will help students and their parents feel more comfortable and confident about walking and bicycling to school. Our encouragement activities include:

- Implementing Walking School Buses and/or Bicycle Trains from the Senior Center or other central location that run once a semester at a minimum;
- Continuing to encourage student participation in the Walk at Lunch Club;
- Incorporating Safe Routes to School into Move More Week in April
- Participating in the International Walk to School Day in October and Vermont Intergenerational Walk and Roll to School Day and/or National Bike to School Day in May;
- Creating fun monthly walk and bike to school themes;
- Continuing to use recognition boards, certificates and awards to highlight student achievements in walking and bicycling;
- Developing a bus-stop adult monitor program for morning pick-ups to reduce the number of bus-stops and encourage walking for a short distance;
- Implementing contests such as track the miles walked/biked to school, good safety behavior award, and walking at home program; and
- Using incentives such as raffles, door prizes, or free bike maintenance, to increase student participation at the bicycle rodeo.

SHORT TERM ENFORCEMENT STRATEGIES

Our SRTS enforcement strategies are aimed at both changing the behavior of drivers, instilling good bicycling and walking practices in our students and making the community safer and more secure for students walking or biking to and from school. Our partners for traffic safety are the Vermont State Police, the Rutland County Sherriff and the Town of Brandon Police Department. Our enforcement activities this year will:

- Engage parents and the community to help exemplify proper walking, driving and bicycling behavior and make safe behavior normal actions such as wearing a helmet and reflective visible clothing, walking facing traffic if there is no sidewalk and no random crossing of roads.
- Encourage parents to sign a “Safety Driver” pledge;
- Provide well-advertised speed enforcement on Forest Dale Road concentrated during several days or a week-long effort while school in session during the morning arrival or afternoon dismissal times and communicate the timing of the concentrated speed enforcement events with parents;
- Empower Brandon Police Officers to implement a “Caught Being Good” program to reward children displaying safe walking and biking behavior with a small prize or coupon to a local store;
- Recruit corner captains to help ensure the safety of Walking School Bus stops;
- Implement a student 5/6 grade safety patrol and an adult crossing guard program;
- Equip school staff functioning as crossing guards with a retro-reflective vest (ANSI 107-2004 standard performance for Class 2) and a STOP paddle a minimum of 18” in size and have the word STOP on both sides; the paddle shall be retro-reflective (minimum Type III sheeting) or illuminated when used during hours of darkness; and
- Have Brandon Police Officers present on walking or bicycling event days.

SHORT TERM EVALUATION STRATEGIES

Evaluation is an important component of our SRTS program. We plan to complete in-classroom student tallies and evaluation tools regularly, such as the student tally and parent survey forms provided by National Center for Safe Routes to School (NCSRTS). We first administered these in January 2013, which provided base line information on student travel behavior. Subsequent student tallies and parent surveys will help us measure the effectiveness of SRTS efforts over time. As part of our evaluation strategy, we plan to:

- Participate annually by submitting student tallies at the same time each year;
- Conduct annual walk audits to evaluate the changes to the existing walking and biking environment as well as monitor the progress of recommended projects;
- Work with the Rutland County Regional Planning Commission and VTrans to get updated information on traffic levels and speeds on Forest Dale Road, North Street and McConnell Road; and
- Distribute parent surveys annually in January to gain a better understanding of the changing attitudes of parents towards allowing their children to walk or ride to school.

| Evaluation Tool | Leader | Schedule |
|-----------------|-----------------------|---|
| Parent Surveys | | Annually in January |
| Student Tallies | | Annually in September |
| Walk Audits | SRTS Travel Plan Team | Annually, two weeks before school opens in the fall |

LONG TERM NON-ENGINEERING STRATEGIES

Our long-term efforts are those that will take more than 18 months to review and implement. They include:

- Create a community map with the best walking and bicycling routes to school;
- Add the use of *Walk Smart/Bike Smart Vermont!* curriculum elements to physical education classes;
- Begin to work with older students to encourage younger students in their walking and biking activities;
- Create a walk/bike to school punch card to be used at the school store;
- Help students take more responsibility for tracking their walking and bicycling achievements;
- Work towards the consolidation of school bus-stops in residential areas;
- Work with the PTO to help students, staff and community members choose healthy lifestyles and increase the amount of physical activity through walking and bicycling; and
- Provide free or reduced-cost helmets.

ENGINEERING TRAVEL PLAN RECOMMENDATIONS

OVERVIEW

Our goal for engineering improvements is to improve the physical environment on school property and at critical locations on potential walking routes that students could easily use. Engineering improvements generally fall into three categories:

- Provide sidewalks,
- Upgrade shoulders, and
- Improve crossings.

We recognize that infrastructure improvements can take time to complete and are a collaborative effort between the Town of Brandon, the school district and potentially the

Vermont Agency of Transportation (VTrans) to implement the projects. The following short term and long term timeframes serve as a guide for anticipated project completion, but actual timeframes may vary:

| | |
|------------|---------------------|
| Short term | Within 2 years |
| Long term | Longer than 2 years |

The team prioritized the infrastructure improvements by low, medium, and high priorities and according to this timeframe. The factors affecting this ranking include:

- Locations with specific safety concerns;
- Location at the school that can assist in arrivals and departures for all students; and
- Locations along potential student walking or bicycling routes, including the walking school bus route.

The engineering recommendations will need additional study before they can be implemented. Those on state routes will also need coordination with, and approval from, VTrans. The recommendations should all be implemented in compliance with state and federal standards including the Manual of Uniform Traffic Control Devices (MUTCD).

SHORT TERM INFRASTRUCTURE STRATEGIES

To assist in addressing the key issues, we are also recommending infrastructure changes around the school and in the surrounding area. The following list highlights the basic concept of each recommendation. **Appendix B** includes a table which provides a more complete description of each engineering recommendation along with the need for the change, other considerations and a map showing the locations of proposed recommendations. **Appendix F** provides images and additional descriptions of typical SRTS infrastructure improvements. **Appendix H** provides additional information on how to begin implementing the infrastructure recommendations.

Site A – School Property

Our goal in recommending modifications on the school property is to make the approaches on the school grounds to the school entrance as easy and safe for pedestrians and bicyclists to use as possible. Our recommendations include:

- Repaint existing crosswalks on the school property;
- Install a new sidewalk along the western side of the existing loop access driveway to the main school close to the roadway pavement with crosswalks on the two lanes of the access drive to the rear parking lot (approximately 180 ft of concrete sidewalk and 50 ft of crosswalk);
- Add a stop sign and painted stop lines at the intersection of the drive from the rear parking lot and the main loop entrance drive;

- Add a pedestrian warning sign (W11-2 sign) on the existing side of the loop entry drive before the turn to the rear parking area; and
- Add a stop sign at the western end of the vehicular driveway used by parents to drop-off students in the morning.

Site B – Forest Dale Road (VT Route 73)

Make the walking and bicycling environment on Forest Dale Road as inviting and comfortable for students and parents as possible. To accomplish this, our recommendations are:

- Install crosswalk where the sidewalk switches sides of the road. (All crosswalks proposed on the state highway system must meet VTrans Guideline for the Installation of Crosswalk Markings and Pedestrian Signing at Marked and Unmarked Crossings, and be approved by VTrans.)
- Extend the sidewalk at the intersection with North Street around the corner to the stop bar on North Street, approximately 35 feet;
- Extend the existing sidewalk through the existing seven driveways on Forest Dale Road;
- Create a School Zone in front of the school with reduced speed limit; and
- Add a permanent speed feedback sign on Forest Dale Road near the entrances to the School Zone to aid in slowing vehicular traffic speeds.

Site C – North Street

Make the walking and bicycling environment on North Street as inviting and comfortable for students and parents as possible. To accomplish this, our recommendations include:

- Extend the North Street sidewalk south approximately 25 feet to Forest Dale Road with an ADA compliant ramp at the new end of the sidewalk;
- Work with VTrans to add a crosswalk on North Street at the intersection with Forest Dale Road to link the North Street and Forest Dale Road sidewalks; and
- Prune the evergreens and vegetation adjacent to the sidewalk leading down to Middle Road to expand sight distances.

Site D –Forest Dale and Beyond

Make the bicycling and walking conditions between other residential centers and Neshobe School more conducive to encouraging students to bicycle to school. One recommendation is to create a walking path in the School House Road right-of-way.

LONG TERM INFRASTRUCTURE RECOMMENDATIONS

The goals for the various sites identified in the short-term recommendations will remain the same over time, but we have identified several long-term recommendations that will help to continue the achievement of the goals. They include:

Site A – School Property

- Develop a new drop-off area with a sidewalk to the school building entrance on the eastern edge of the new school parcel on the east side of the school for parents to use when dropping-off or picking-up students.

Site B – Forest Dale Road

- Replace the existing asphalt sidewalk on Forest Dale Road with a wider, concrete sidewalk (approximately 2,500 ft); and
- Extend the existing sidewalk to the intersection with Paint Works Road (approximately 900 ft.).

Site C – North Street

- Provide lighting for the short stretch of sidewalk between North Street and Middle Road;
- Extend the North Street sidewalk north to Deer Run Road (approximately 4,225 ft);
- Evaluate the Newton Road/Middle Street/North Street intersection to determine the best ways to improve bicycling and walking conditions;
- Implement the recommendations of the Newton Road/Middle Street/North Street intersection study;

Site D – Forest Dale and Beyond

- Evaluate VT Route 73 or other viable bicycling routes between the Brandon town center and Forest Dale Road for ways to improve bicycling conditions, including consideration of the “Brandon Path” suggested in a 1996 Scoping Study;
- Evaluate the Forest Dale Road intersection with Town Farm and Country Club Roads to determine the best ways to improve bicycling and walking conditions;
- Implement the recommendations of these evaluations; and
- Pave the existing gravel shoulders on McConnell Road and stripe the road to create two-foot wide paved shoulders on each side south to Smalley Road (approximately 6,000 ft).

CONSIDERATIONS FOR DESIGN, FUNDING, AND IMPLEMENTATION

Design

- Infrastructure recommendations in this plan are considered “planning level” and will require further engineering analysis, design, or public input before implementation.

- Recommended changes to existing traffic patterns (adding a signal, adding a stop sign, changing speed limits, lane patterns, etc.) will require a study to evaluate the potential impact that the recommendation could have on existing traffic conditions.
- Drainage, existing utilities and ADA compliance will need to be evaluated for the recommendations at the time of design. ADA guidelines recommend particular design features to accommodate persons with disabilities. ADA design considerations for curb ramps, sidewalks and paths, should include appropriate slopes, landing areas, surface conditions, and use of detectable warning materials for visually impaired pedestrians, among other design features as required.
- Right-of-way was not evaluated as a part of this project. Recommendations assume that sufficient right-of-way exists or that a method to gain needed right-of-way will be identified as the project progresses.
- VTrans district office staff will need to be involved in the planning and design process for recommendations made on the state's roadway system. VTrans Traffic Operations will also need to be involved in the installation of crosswalks and other recommendations that will influence the movement of motor vehicles.
- Infrastructure recommendations should comply with federal, state, and local standards including, but not limited to, the American Association of State Highway and Transportation Officials' Policy on Geometric Design of Highways and Streets and the Manual on Uniform Traffic Control Devices (MUTCD).
- Design work should be based on the Vermont Pedestrian and Bicycle Facility Planning and Design Manual, which includes details and guidelines on pedestrian and bicycle accommodations. Crosswalks in particular should be designed and installed according to the rules in the MUTCD and the VTrans crosswalk guidelines.
- Adjacent landowners should be involved in the planning and design of recommendations that could affect them, such as the addition of lights along the northern end of the North Street Sidewalk or the creation of a shared use path in the School House Road right-of-way.

Funding

A variety of funding sources may be used for the recommendations, including Safe Routes to School sources. For example, projects requiring right-of-way acquisition or existing utilities relocation will not be eligible with SRTS funds, but may be funded through other sources.

More information on the types of projects eligible for SRTS funding through the VTrans is located at http://saferoutes.vermont.gov/getting_started/funding.

Implementation

The Vermont SRTS Resource Center has organized information to assist schools in beginning work on the recommendations of their Travel Plans. **Appendices G and H** present this generalized information.

APPENDICES

- A. Non-infrastructure Strategy Calendar
- B. Location-Specific Engineering Recommendation Details (Maps and Recommendations Table)
- C. January 2013 Student Travel Tally
- D. Parent Survey Reports
- E. Neshobe Partner Enrollment Form
- F. Typical Infrastructure Recommendations
- G. Non-Engineering Strategies Resource Guide
- H. Infrastructure Implementation Strategies Resource Guide
- I. Glossary



APPENDICES

Neshobe School's Safe Routes to School Non-Infrastructure Calendar

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Neshobe School's Safe Routes to School Non-Infrastructure Calendar

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Neshobe School's Safe Routes to School Non-Infrastructure Calendar

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Neshobe School's Safe Routes to School Non-Infrastructure Calendar

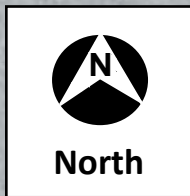
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Appendix B: Location-Specific Engineering Recommendations

- SRTS engineering strategies create safer environments for walking and bicycling to school through improvements to the infrastructure surrounding schools. These improvements focus on reducing motor vehicle speeds and conflicts with pedestrians and bicyclists, and establishing safer and fully accessible crossings, walkways, trails and bikeways.
- The following table provides a summary of engineering strategies recommended for Neshobe School. These recommendations were developed by Broadreach Planning & Design and Toole Design Group, LLC based on input from the Neshobe School SRTS Team. The table includes an estimate of the amount of time that is likely to be needed to implement the recommended improvements at each site (Estimated Time Frame).
- These recommendations are for planning purposes only and may require further engineering analysis, design, or public input before implementation and shall be in full compliance with the Manual on Uniform Traffic Control Devices for Streets and Highways, (MUTCD) 2009 Edition.
- The summary table provided below is followed by information about implementation and a map, which shows where the recommendation sites are located in relation to the school.

Street Classifications and Descriptions

| Street name | Classification of Town Highways | Speed Limit | Curb/No curb | 85 th Percentile | Average | ADT |
|-------------------|--|-------------|-------------------|---------------------------------------|---------|--------------|
| Forest Dale Road | Minor Collector on a State Highway | 35 | No curb | No speed data available at this time. | | 2,700 (2010) |
| North Street | Minor Collector on a Class 2 Town Road | 25 | Curb on east side | No speed data available at this time. | | 2,000 (2011) |
| McConnell Road | Class 2 Town Road | 30/40 | No curb | 49 mph | 44 mph | 1,700 (2010) |
| Country Club Road | Class 3 Town Road | 35 | No curb | 40 mph | 33 mph | 230 (2010) |
| Park Street | Class 3 Town Road | 35 | No curb | | | |



North



See Map 2

Neshobe School Location Key, 1 of 2

Brandon, VT
July 2013

- School Location
- Segment Improvement
- Intersection/Spot Improvement

School Arrival/Dismissal Locations

BROADREACH
Planning & Design

TooleDesignGroup



Neshobe School Location Key, 2 of 2

Brandon, VT
July 2013

- School Location
- Segment Improvement
- Intersection/Spot Improvement

- School Arrival/Dismissal Locations



| Site | Need | Recommendation | Time Frame | Ranking Factors | Team Priority |
|--|--|---|-------------|---|---------------|
| <p>A. Neshobe School Property</p> <p>The school has an existing sidewalk entering the site between the two legs of the entrance loop drive. It is connected to the school entrance by another perpendicular sidewalk that crosses the loop drive via a crosswalk close to the intersection of the bus and parent drop-off driveways.</p> | <p>The existing walkway crosses the interior loop driveway where significant volumes of morning and afternoon traffic enter and exit the school grounds. A school staff member typically monitors the crossing location and stops traffic when students want to cross the driveway.</p> <p>The location of the existing sidewalk forces students walking to school from the west to pass the obvious entrance point to the school property leading to the entrance to the school building along the western edge of the existing loop entry drive. They need to cross the exiting leg of the entry loop drive and use the sidewalk in the middle of the loop. After they have used the walkway, they must walk back to the school entrance.</p> <p>Many of the parents coming to pick up their children walk between the school and the driveway, where there is no sidewalk to get to the school entrance. Parents return the same way when they are leaving the school entrance with their children.</p> | A1. Repaint existing crosswalks with a high-visibility, durable, block pattern on the school property. | Short term | <input checked="" type="checkbox"/> <i>Safety concerns</i> <input checked="" type="checkbox"/> <i>Existing walking or bicycling routes</i> <input checked="" type="checkbox"/> <i>Priorities for the school community</i> | High Priority |
| | | A2. Install approximately 225 ft of new sidewalk along the western side of the existing loop access driveway to the main school entrance, with crosswalks on the access drive to the rear parking area. | Medium Term | | |
| | | A3. Install stop signs at the intersection of the loop drive from the rear parking lot and the main loop entrance drive; at the end of the parent drop off driveway. Install a stop line on the pavement, at both locations; the stop line should be behind the crosswalk at the exit from the rear parking area. | Short Term | | |
| | | A4. Install 'Pedestrian Warning Sign' (W11-2) on the west side of the loop driveway just before the turn onto the rear parking lot drive. | Short Term | | |
| | | A5. Develop a new drop-off area on the eastern edge of the eastern school parcel for parents to use when dropping-off or picking-up students to allow students to walk to and from the school building. | Long Term | | |

| Site | Need | Recommendation | Time Frame | Ranking Factors | Team Priority |
|---|--|---|------------|---|---------------|
| <p>B. Forest Dale Road</p> <p>Forest Dale Road is a State Highway approximately 24 ft-wide with two 11 ft travel lanes and 1 ft-wide paved shoulders. The posted speed limit is 35 mph.</p> <p>There is an existing asphalt and concrete sidewalk on the north side of the road from North Street, past the school campus to the Senior Center. There is also an existing concrete sidewalk on the south side of Forest Dale Road in front of and slightly west of the Senior Center.</p> <p>An existing crosswalk connects the two sections of sidewalk.</p> | <p>The asphalt sidewalk is a variable width, ranging from 3-4 feet wide. It also does not meet ADA requirements for slope in several locations. The surface is irregular and standing water remains on the surface when it rains or snow melts in the spring. The concrete portion of the sidewalk stops at every driveway, most of which are gravel, creating numerous breaks in the sidewalk.</p> <p>The existing sidewalk ends abruptly south of the Senior Center. Students walking to school from further south must walk across lawns or at the edge of the road in the winter to access the sidewalk. At the north end, the sidewalk ends short of the existing stop bar on North Street.</p> <p>The existing shoulder is very narrow and provides minimal space for comfortable bicycling.</p> <p>No speed data is available for Forest Dale Road at this time and may be appropriate as part of a feasibility study or as independent vehicle/speed counts taken by VTrans.</p> | B1. Install ADA high-visibility, durable, block pattern crosswalk. (All crosswalks proposed on State highway must meet Vermont Agency of Transportation [VTrans] Guideline for the Installation of Crosswalk Markings and Pedestrian Signing at Marked and Unmarked Crossings and be approved by VTrans). | Short term | <input checked="" type="checkbox"/> <i>Safety concerns</i> <input checked="" type="checkbox"/> <i>Existing walking or bicycling routes</i> <input checked="" type="checkbox"/> <i>Priorities for the school community</i> | High priority |
| | | B2. Extend the sidewalk at the intersection with North Street around the corner approximately 35 ft to just in front of the stop line on North Street. | Short term | | |
| | | B3. Install seven new concrete sidewalk segments in the driveway gaps in the existing concrete sidewalk on Forest Dale Road. | Short term | | |
| | | B4. Create a School Zone in front of the school with reduced speed limit, including repainting of 'SCHOOL' pavement markings on Forest Dale Road at either end of the school zone (this will require coordination with VTrans Traffic Operations). | Short term | | |
| | | B5. Replace the existing asphalt sidewalk on Forest Dale Road with a wider, concrete sidewalk. (approximately 2,500 ft) | Long term | | |
| | | B6. Extend the existing sidewalk to the intersection with Paint Works Road (approximately 900 ft). | Long term | | |

| Site | Need | Recommendation | Time Frame | Ranking Factors | Team Priority |
|---------------------------------|------|--|------------|---|---------------|
| B. Forest Dale Road (continued) | | B7. Install a permanent speed feedback sign on Forest Dale Road on at each end of the School Zone. | Short term | <input checked="" type="checkbox"/> <i>Safety concerns</i> <input checked="" type="checkbox"/> <i>Existing walking or bicycling routes</i> <input checked="" type="checkbox"/> <i>Priorities for the school community</i> | High priority |
| | | | | | 5 |

| Site | Need | Recommendation | Time Frame | Ranking Factors | Team Priority |
|--|---|--|------------|---|---------------|
| <p>C. North Street</p> <p>North Street is a Town Highway approximately 20 ft wide with two 10 ft travel lanes and no paved shoulders. The posted speed limit is 25 mph.</p> <p>There is a 5 ft-wide concrete sidewalk with curbing on the east side of the road directly adjacent to the pavement about 30 ft north of the intersection with Forest Dale Road, north to the “S” curve.</p> | <p>The existing sidewalk does not connect south to Forest Dale Road, leaving a gap between the sidewalk and the intersection.</p> <p>There is no crosswalk on either North Street or Forest Dale Road at the intersection of the two roads.</p> <p>There are numerous residences with school children north of the end of the existing sidewalk. Lying between them and the end of the sidewalk on Middle Street is the intersection of Newton Road and Middle Street with North Street. That has minimal sight distances south along North Street, creating difficult conditions for walkers and bicyclists.</p> | C1. Extend the North Street sidewalk south approximately 25 ft to Forest Dale Road with ADA compliant curb ramps at the proposed end of the sidewalk. | Short term | <input checked="" type="checkbox"/> <i>Safety concerns</i> <input checked="" type="checkbox"/> <i>Existing walking or bicycling routes</i> <input checked="" type="checkbox"/> <i>Priorities for the school community</i> | High Priority |
| | | C2. Work with VTrans to install a high-visibility, durable, block pattern crosswalk on North Street at the intersection with Forest Dale Road to link the sidewalks on these roads. | Short Term | | |
| | | C3. Thin vegetation adjacent to the sidewalk to Middle Road by judicious pruning to expand sight distances. | Short Term | | |
| | | C4. Extend the North Street sidewalk north to Deer Run Road (approximately 4,425 ft). The Town of Brandon submitted an Enhancement Grant proposal for a scoping study of this extension to VTrans. | Long Term | | |
| | | C5. Evaluate the Newton Road/Middle Street/North Street intersection to determine the best ways to improve bicycling and walking conditions and implement as possible. | Long Term | | |
| | | C6. Provide lighting for the short stretch of existing sidewalk between North Street and Middle Road (work with neighbors in planning the installation). | Long Term | | |

| Site | Need | Recommendation | Time Frame | Ranking Factors | Team Priority |
|---|--|---|------------|---|------------------------|
| <p>D. Beyond Forest Dale</p> <p>Route 73 between Forest Dale and Brandon town center has minimal shoulders, passes through several intersections with difficult sight lines, and has numerous curves and hills. It is not conducive to comfortable bicycling for students.</p> <p>Other roads that lead into Forest Dale also have minimal shoulders. Most are only 20 ft-wide with no shoulder demarcation pavement markings. These roads are also not comfortable to bicycle.</p> | <p>None of the roads leading to Neshobe School are conducive to easy bicycle riding, especially for elementary school students. This limits the number of students that are able to bicycle to the school.</p> | D1. Evaluate VT Route 73 or other viable routes such as Country Club Road/ Park Street between Brandon Village and Forest Dale for ways to improve bicycling conditions. | Long Term | <input checked="" type="checkbox"/> <i>Safety concerns</i> <input checked="" type="checkbox"/> <i>Existing walking or bicycling routes</i> <input checked="" type="checkbox"/> <i>Priorities for the school community</i> | <p>Medium Priority</p> |
| | | D2. Evaluate the Forest Dale Road intersection with Town Farm Road and Country Club Roads to determine the best ways to improve bicycling and walking conditions and implement the recommendations as possible. | Long Term | | |
| | | D3. Pave the existing gravel shoulders on McConnell Road and stripe the road to create 2 ft-wide paved shoulders on each side (approximately 6,000 ft). | Long Term | | |
| | | D4. Create an ADA compliant shared use path approximately 250 ft long in the School House Road right-of-way between Middle Road and Furnace Road. | Short Term | | |

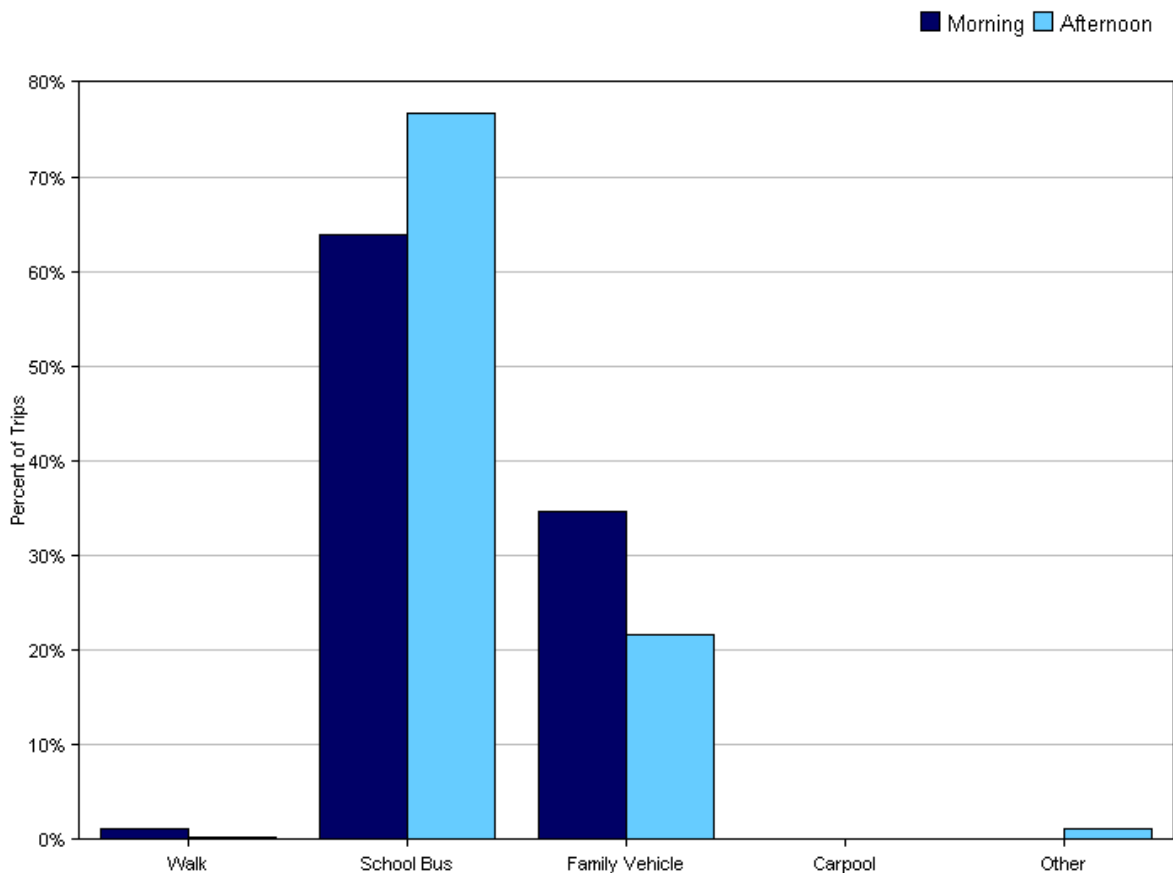
C. January 2013 Student Travel Tally

Tally Report Summary

| | | | |
|---|----------------|---|--------------|
| Program Name: | Neshobe School | Month and Year Collected: | January 2013 |
| School Name: | Neshobe School | Set ID: | 11280 |
| School Enrollment: | 440 | Date Report Generated: | 01/28/2013 |
| Enrollment within Grades Targeted by SRTS Program: | 440 | Number of Classrooms Included in Report: | 19 |
| Number of Classrooms in School: | 21 | | |

This report contains information from parents about their children's trip to and from school. The data used in this report were collected using the in-class Student Travel Tally questionnaire from the National Center for Safe Routes to School.

Morning and Afternoon Travel Mode Comparison

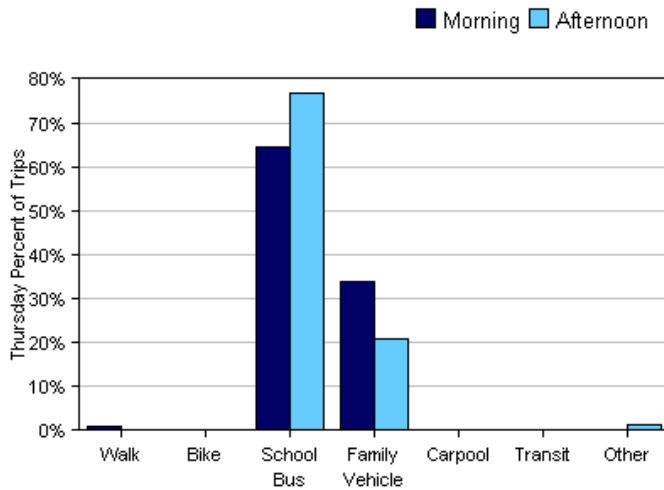
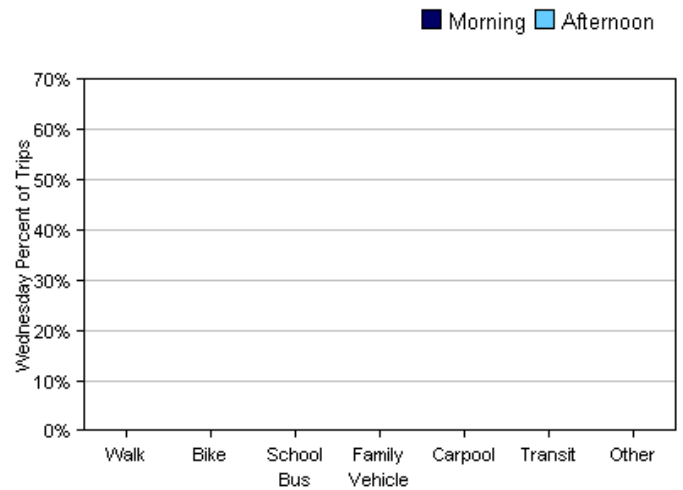
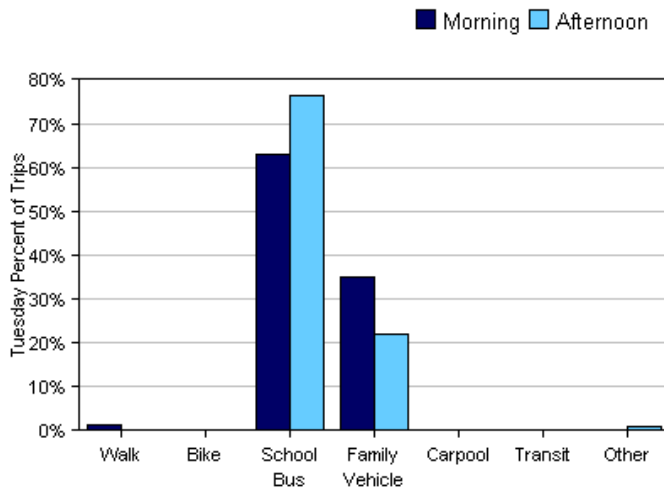


Morning and Afternoon Travel Mode Comparison

| | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|-----------|-----------------|------|------|------------|----------------|---------|---------|-------|
| Morning | 569 | 1% | 0% | 64% | 35% | 0.2% | 0% | 0.2% |
| Afternoon | 570 | 0.4% | 0% | 77% | 22% | 0.2% | 0% | 1% |

Percentages may not total 100% due to rounding.

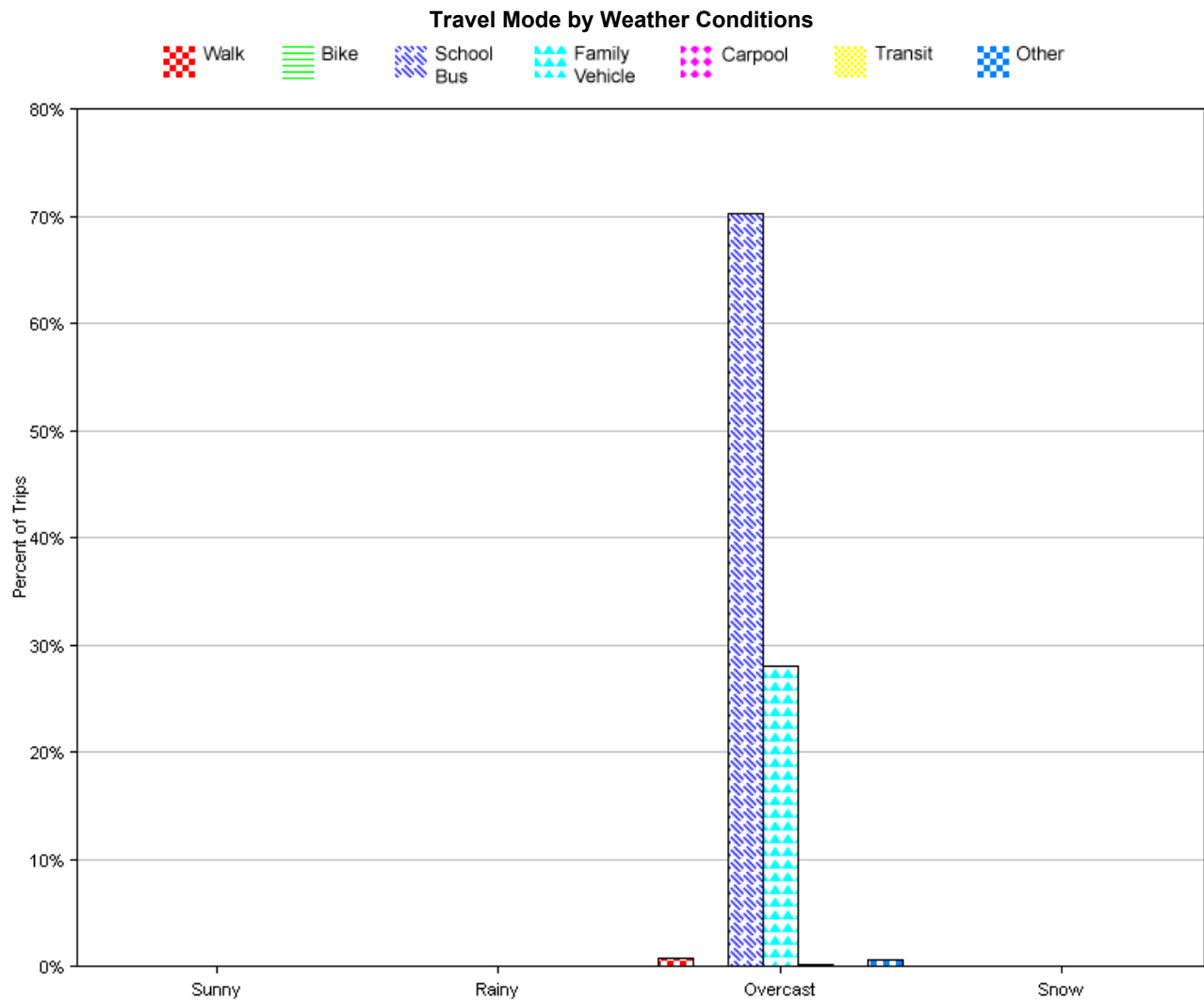
Morning and Afternoon Travel Mode Comparison by Day



Morning and Afternoon Travel Mode Comparison by Day

| | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|--------------|-----------------|------|------|------------|----------------|---------|---------|-------|
| Tuesday AM | 290 | 1% | 0% | 63% | 35% | 0% | 0% | 0.3% |
| Tuesday PM | 293 | 0.3% | 0% | 76% | 22% | 0% | 0% | 1% |
| Wednesday AM | | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Wednesday PM | | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Thursday AM | 279 | 1% | 0% | 65% | 34% | 0.4% | 0% | 0% |
| Thursday PM | 277 | 0.4% | 0% | 77% | 21% | 0.4% | 0% | 1% |

Percentages may not total 100% due to rounding.



Travel Mode by Weather Condition

| Weather Condition | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|-------------------|-----------------|------|------|------------|----------------|---------|---------|-------|
| Sunny | 0 | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Rainy | 0 | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Overcast | 1139 | 0.8% | 0% | 70% | 28% | 0.2% | 0% | 0.7% |
| Snow | 0 | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

Percentages may not total 100% due to rounding.

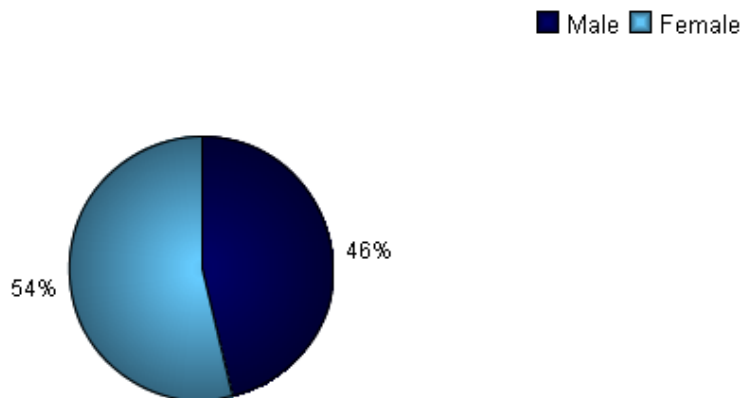
D. January 2013 Parent Survey Summary

Parent Survey Summary

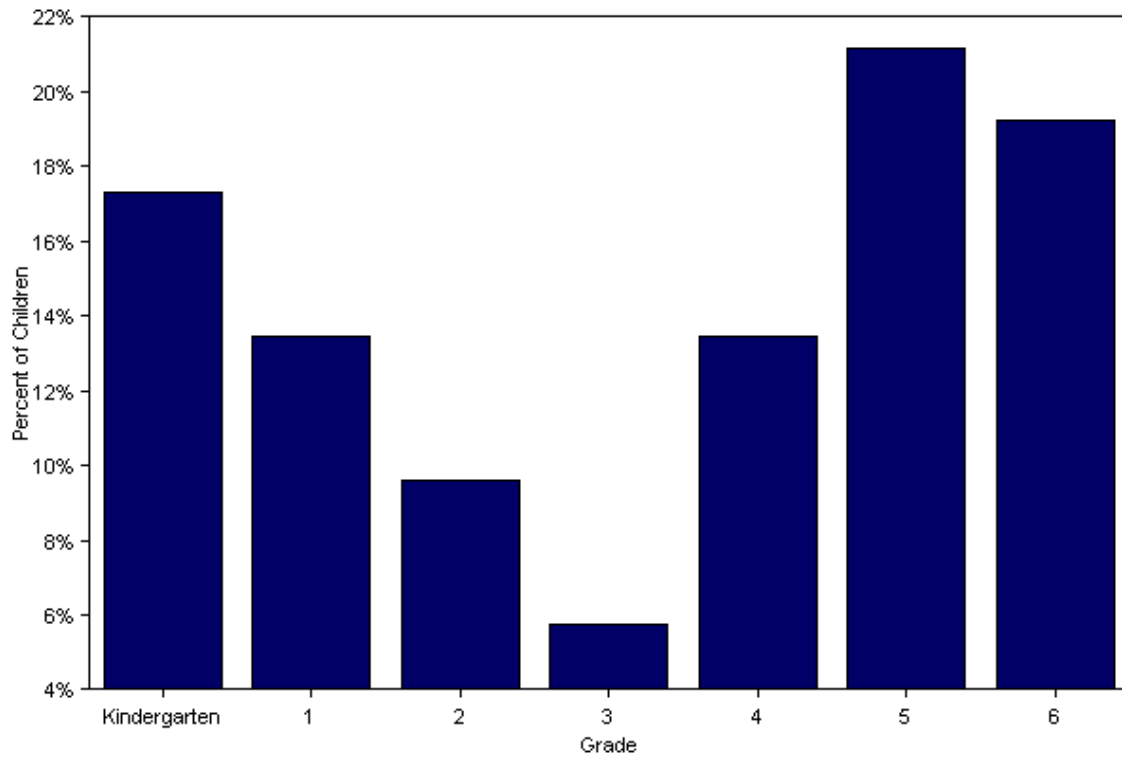
| | | | |
|---|----------------|--|--------------|
| Program Name: | Neshobe School | Month and Year Collected: | January 2013 |
| School Name: | Neshobe School | Set ID: | 9255 |
| School Enrollment: | 402 | Date Report Generated: | 02/14/2013 |
| Enrollment within Grades Targeted by SRTS Program: | 402 | Number of Questionnaires Analyzed for Report: | 52 |
| Number of Questionnaires Distributed: | 402 | | |

This report contains information from parents about their children's trip to and from school. The report also reflects parents' perceptions regarding whether walking and bicycling to school is appropriate for their child. The data used in this report were collected using the Survey about Walking and Biking to School for Parents form from the National Center for Safe Routes to School.

Sex of children for parents that provided information



Grade levels of children represented in survey



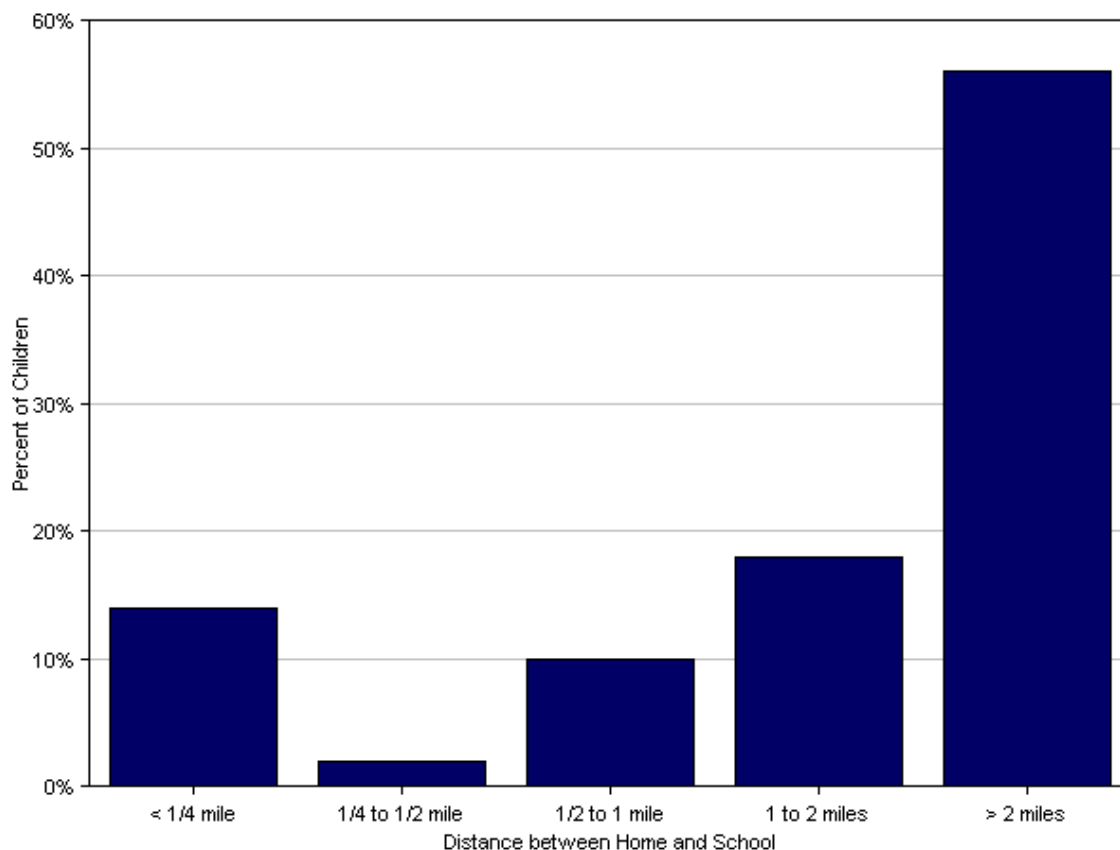
Grade levels of children represented in survey

| Grade in School | Responses per grade | |
|-----------------|---------------------|---------|
| | Number | Percent |
| Kindergarten | 9 | 17% |
| 1 | 7 | 13% |
| 2 | 5 | 10% |
| 3 | 3 | 6% |
| 4 | 7 | 13% |
| 5 | 11 | 21% |
| 6 | 10 | 19% |

No response: 0

Percentages may not total 100% due to rounding.

Parent estimate of distance from child's home to school



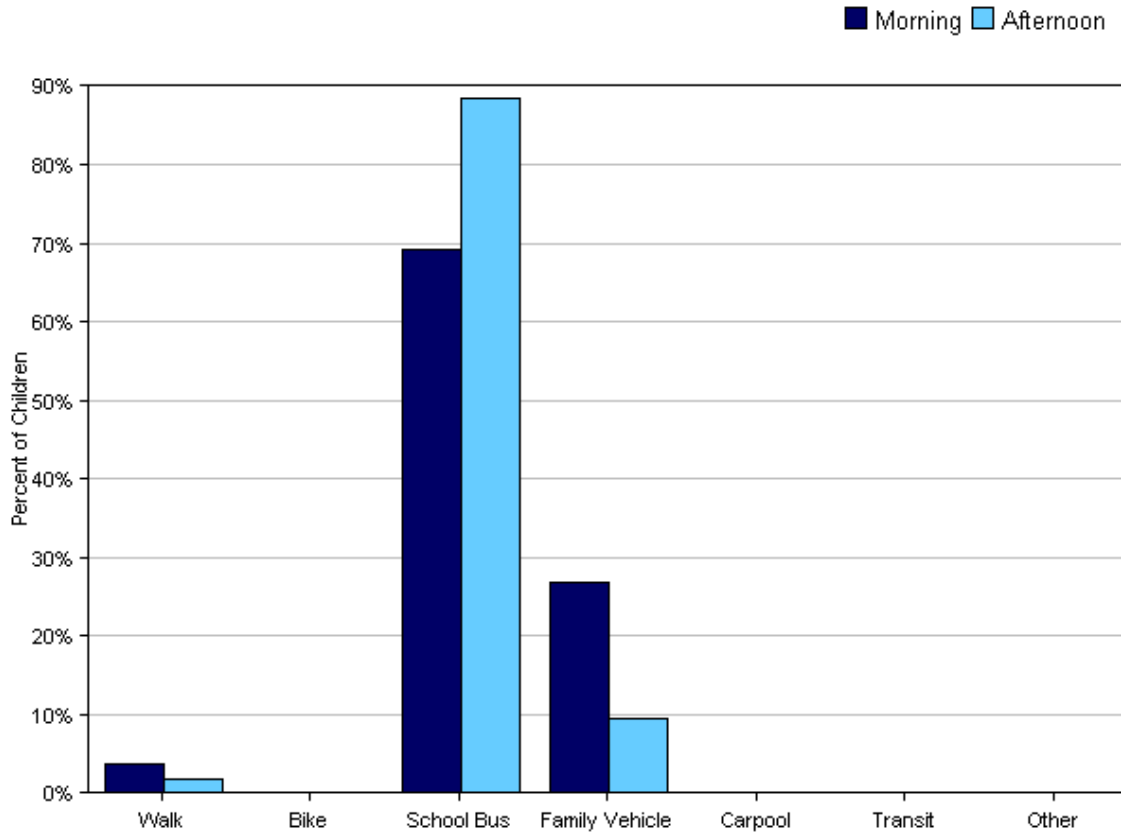
Parent estimate of distance from child's home to school

| Distance between home and school | Number of children | Percent |
|----------------------------------|--------------------|---------|
| Less than 1/4 mile | 7 | 14% |
| 1/4 mile up to 1/2 mile | 1 | 2% |
| 1/2 mile up to 1 mile | 5 | 10% |
| 1 mile up to 2 miles | 9 | 18% |
| More than 2 miles | 28 | 56% |

Don't know or No response: 2

Percentages may not total 100% due to rounding.

Typical mode of arrival at and departure from school



Typical mode of arrival at and departure from school

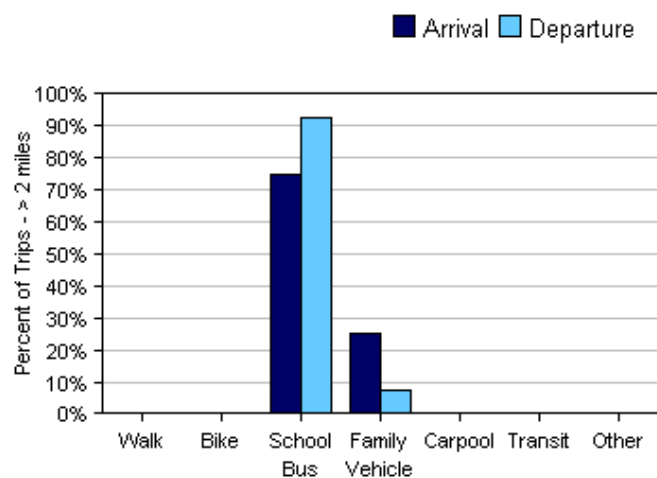
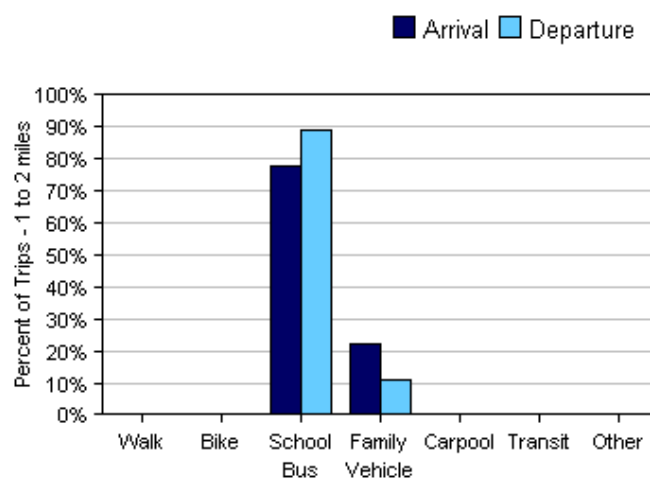
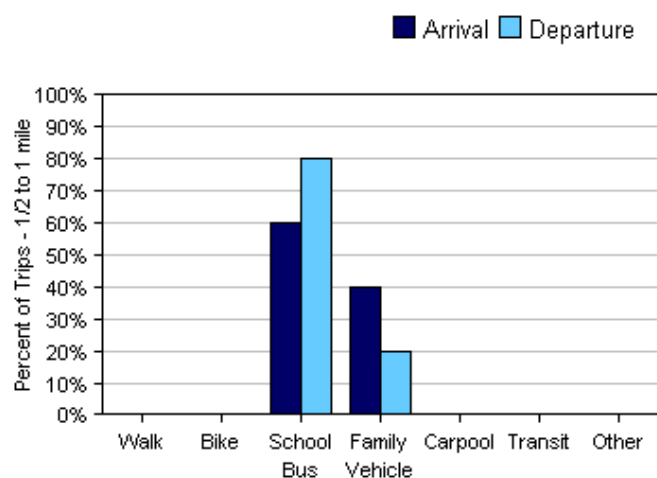
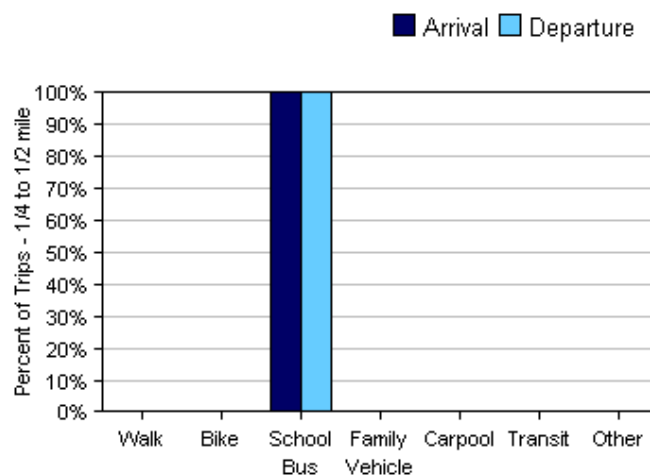
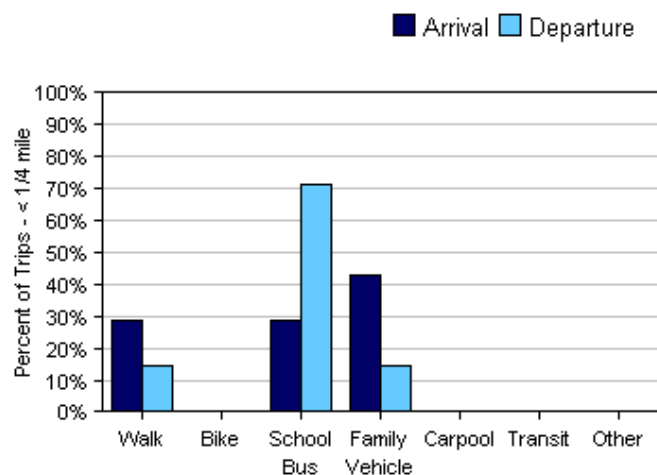
| Time of Trip | Number of Trips | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|--------------|-----------------|------|------|------------|----------------|---------|---------|-------|
| Morning | 52 | 4% | 0% | 69% | 27% | 0% | 0% | 0% |
| Afternoon | 52 | 2% | 0% | 88% | 10% | 0% | 0% | 0% |

No Response Morning: 0

No Response Afternoon: 0

Percentages may not total 100% due to rounding.

Typical mode of school arrival and departure by distance child lives from school



Typical mode of school arrival and departure by distance child lives from school

School Arrival

| Distance | Number within Distance | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|-------------------------|------------------------|------|------|------------|----------------|---------|---------|-------|
| Less than 1/4 mile | 7 | 29% | 0% | 29% | 43% | 0% | 0% | 0% |
| 1/4 mile up to 1/2 mile | 1 | 0% | 0% | 100% | 0% | 0% | 0% | 0% |
| 1/2 mile up to 1 mile | 5 | 0% | 0% | 60% | 40% | 0% | 0% | 0% |
| 1 mile up to 2 miles | 9 | 0% | 0% | 78% | 22% | 0% | 0% | 0% |
| More than 2 miles | 28 | 0% | 0% | 75% | 25% | 0% | 0% | 0% |

Don't know or No response: 2

Percentages may not total 100% due to rounding.

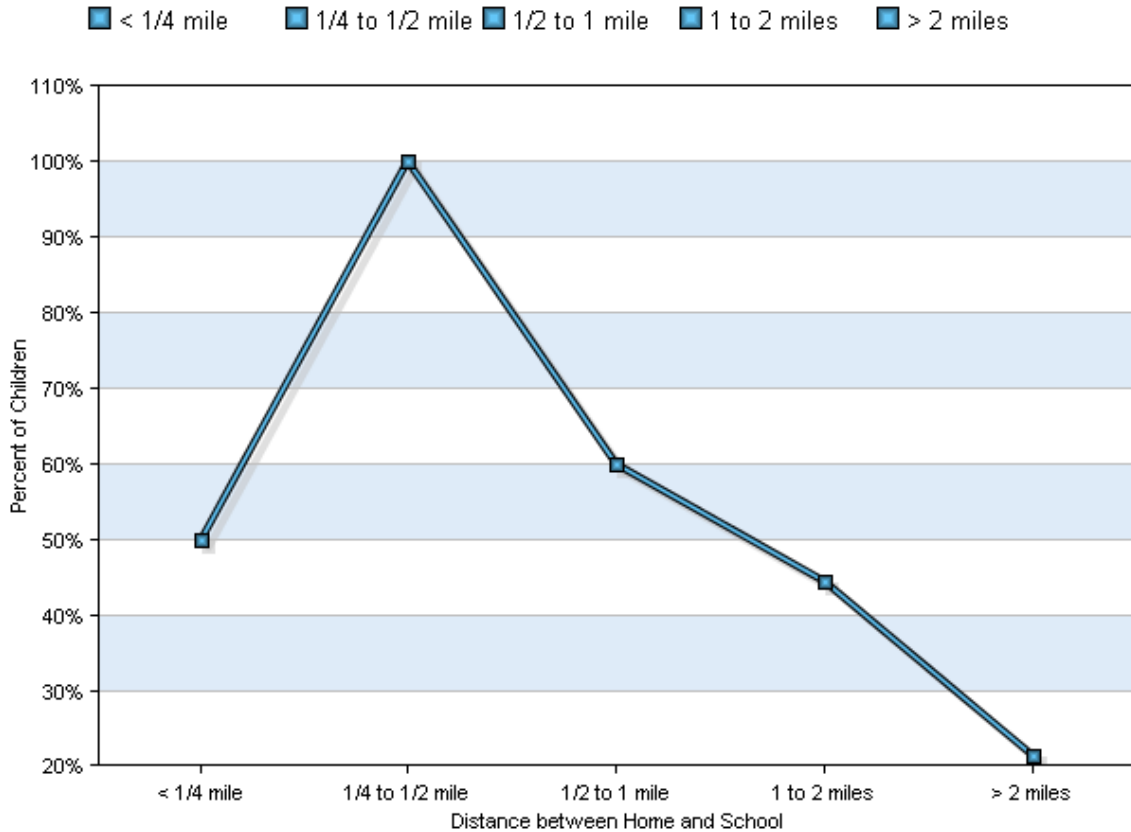
School Departure

| Distance | Number within Distance | Walk | Bike | School Bus | Family Vehicle | Carpool | Transit | Other |
|-------------------------|------------------------|------|------|------------|----------------|---------|---------|-------|
| Less than 1/4 mile | 7 | 14% | 0% | 71% | 14% | 0% | 0% | 0% |
| 1/4 mile up to 1/2 mile | 1 | 0% | 0% | 100% | 0% | 0% | 0% | 0% |
| 1/2 mile up to 1 mile | 5 | 0% | 0% | 80% | 20% | 0% | 0% | 0% |
| 1 mile up to 2 miles | 9 | 0% | 0% | 89% | 11% | 0% | 0% | 0% |
| More than 2 miles | 28 | 0% | 0% | 93% | 7% | 0% | 0% | 0% |

Don't know or No response: 2

Percentages may not total 100% due to rounding.

Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

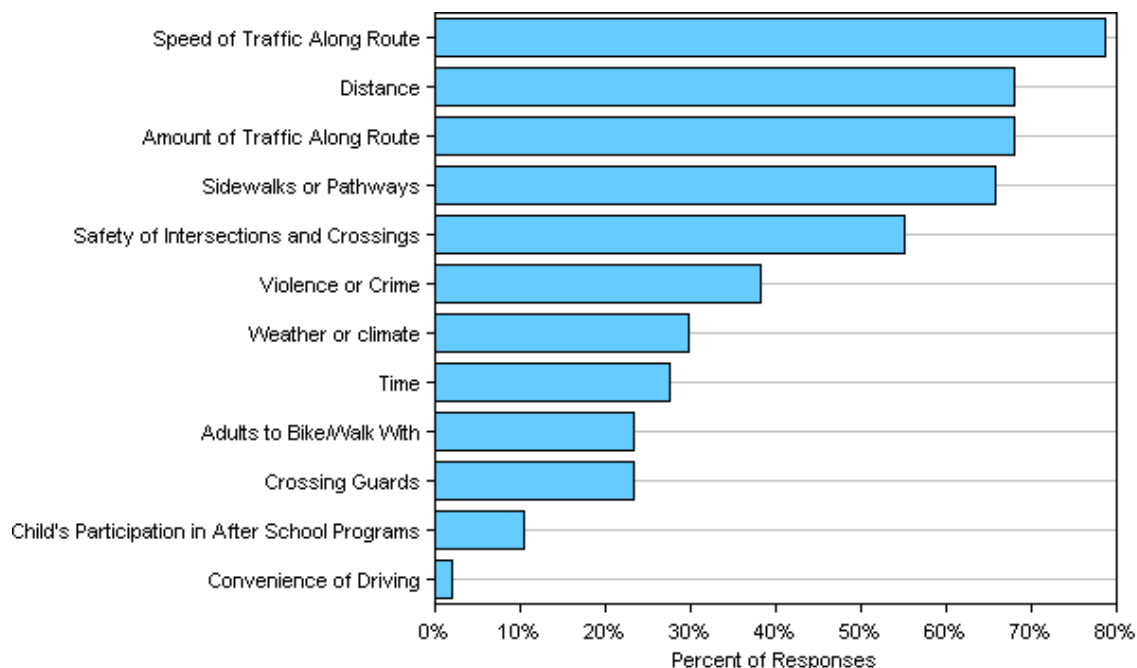


Percent of children who have asked for permission to walk or bike to/from school by distance they live from school

| Asked Permission? | Number of Children | Less than 1/4 mile | 1/4 mile up to 1/2 mile | 1/2 mile up to 1 mile | 1 mile up to 2 miles | More than 2 miles |
|-------------------|--------------------|--------------------|-------------------------|-----------------------|----------------------|-------------------|
| Yes | 17 | 50% | 100% | 60% | 44% | 21% |
| No | 32 | 50% | 0% | 40% | 56% | 79% |

Don't know or No response: 3
Percentages may not total 100% due to rounding.

Issues reported to affect the decision to not allow a child to walk or bike to/from school by parents of children who do not walk or bike to/from school



Issues reported to affect the decision to allow a child to walk or bike to/from school by parents of children who already walk or bike to/from school

| Issue | Child does not walk/bike to school | Child walks/bikes to school |
|--|------------------------------------|-----------------------------|
| Speed of Traffic Along Route | 79% | 0 |
| Distance | 68% | 0 |
| Amount of Traffic Along Route | 68% | 0 |
| Sidewalks or Pathways | 66% | 0 |
| Safety of Intersections and Crossings | 55% | 0 |
| Violence or Crime | 38% | 0 |
| Weather or climate | 30% | 0 |
| Time | 28% | 0 |
| Adults to Bike/Walk With | 23% | 0 |
| Crossing Guards | 23% | 0 |
| Child's Participation in After School Programs | 11% | 0 |
| Convenience of Driving | 2% | 0 |
| Number of Respondents per Category | 47 | 0 |

No response: 5

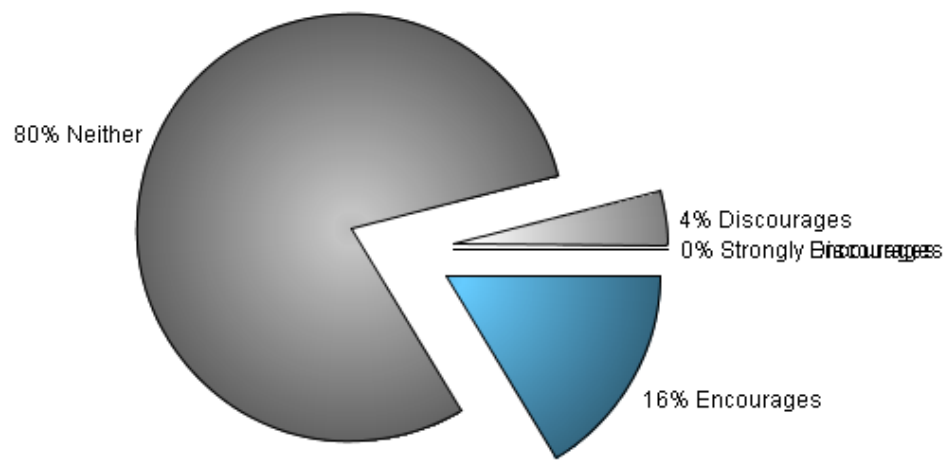
Note:

--Factors are listed from most to least influential for the 'Child does not walk/bike to school' group.

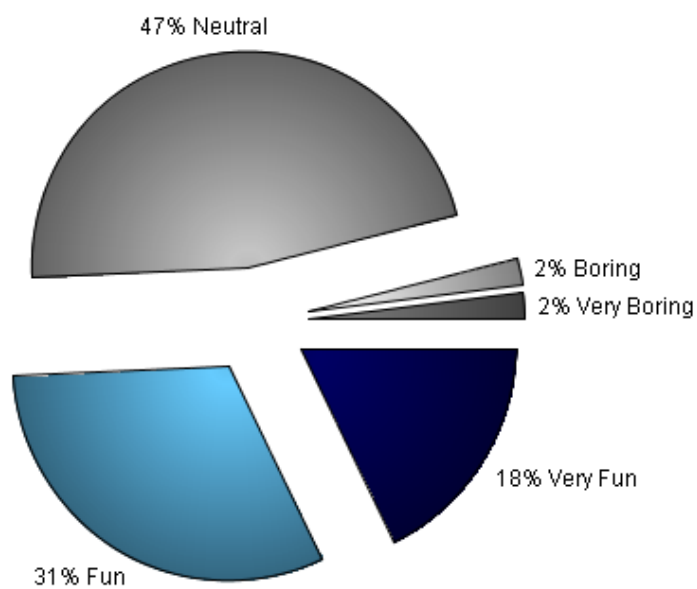
--Each column may sum to > 100% because respondent could select more than issue

--The calculation used to determine the percentage for each issue is based on the 'Number of Respondents per Category' within the respective columns (Child does not walk/bike to school and Child walks/bikes to school.) If comparing percentages between the two columns, please pay particular attention to each column's number of respondents because the two numbers can differ dramatically.

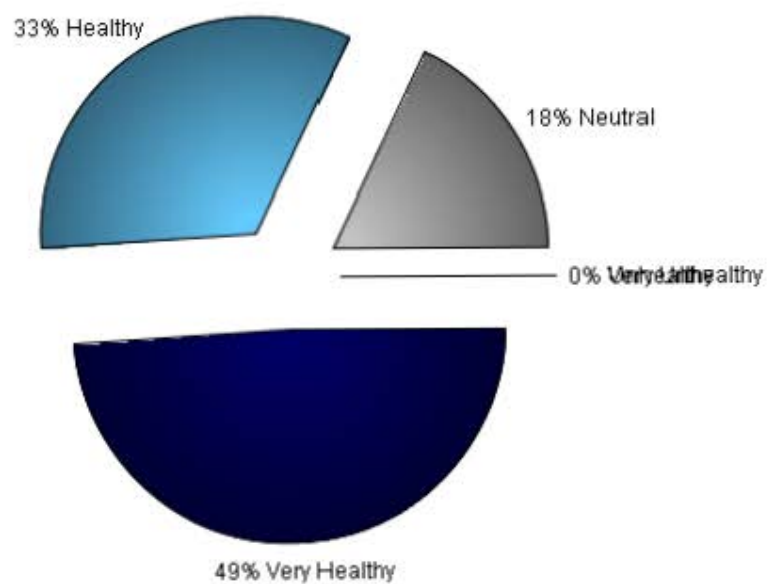
Parents' opinions about how much their child's school encourages or discourages walking and biking to/from school



Parents' opinions about how much fun walking and biking to/from school is for their child



Parents' opinions about how healthy walking and biking to/from school is for their child



Comments Section

| SurveyID | Comment |
|----------|--|
| 967303 | How many faculty/staff walk or bike to Neshobe? |
| 967317 | Good luck. I think it's great that you are trying to promote walking/bicycling to school. .If we lived closer we would definitely be riding our bikes! |
| 967370 | I wouldn't allow my elementary student to walk on her own. |
| 967311 | The biggest issue is the road to Neshobe is busy and dangerous and doesn't have sidewalks. |
| 967345 | The road from town to school is very dangerous to walk or ride on with no sidewalks around the corners by the golf course. |
| 967519 | My child would have to travel about 3 miles to get to school on a busy road with no shoulder. Unless the road was widened to allow pedestrian traffic, I would never feel comfortable allowing him to walk or bike on that road. |
| 967536 | The route is dangerous due to the sharp corners and no shoulder. If there was a safe passage my child would ride a bicycle any day possible (he does not care for the bus!) |
| 967560 | My major concern where we live is that people should not cross Rt 53 at the intersection to Rt 73. There should be a well marked crosswalk about 100 yards onto N. Street to gain access to the south side of N. Street to connect to the sidewalk going to Neshobe School. Thank you. |
| 967573 | I ride with my son on bikes 2x a week when the weather permits! |
| 967378 | We have no sidewalks near our house until you reach the senior citizen center! |
| 967511 | Groups walking together would be best |
| 967513 | It is too far, and no safe route. |
| 967341 | If he had a group to ride with, I would let him. |
| 967371 | I dropped out my Junior year (GED) |
| 967554 | I walk my son home from school on nice weather days when I can. I would never allow him to walk to or from school, or ride his bike alone at any age. |
| 967299 | We would love to let our girls walk/ride to school, but the school is not located in our town center. |

Vermont Safe Routes to School Partnership Form

Please complete entire form and return to info@saferoutesvt.org or fax to 802.828.5712. Forms can also be sent to:
Vermont Agency of Transportation, Program Development - LTF,
1 National Drive, Montpelier, VT 0563-5001, Attn: Aimee Pope.

SafeRoutes

Vermont Safe Routes to School



School Name: Neshobe School
Address: 17 Neshobe Circle, Brandon, VT 05733
Telephone: 802-247-3721 Fax: 802-247-5699
School Hours: 800-240

1. Do you have an existing Safe Routes to School Program? YES ☐ NO ☒

If yes, please check the SRTS Elements your school currently participates in:

☐ Education ☐ Enforcement ☐ Encouragement ☐ Evaluation ☐ Engineering

2. Has your school completed a SRTS Travel Plan? YES ☐ NO ☒

If no, would you like to be considered for hands-on Travel Plan assistance offered by the Resource Center? ☒ YES ☐ NO

3. How many students attend this school? List total student population per grade: Total Students: 402

| Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|
| <u>74</u> | <u>48</u> | <u>50</u> | <u>56</u> | <u>43</u> | <u>51</u> | <u>36</u> | <u>44</u> | <u>0</u> | <u>0</u> |

4. Approximately what percentage of students live within one mile 5% or two miles 20% of the school?

5. Approximately how many students currently walk 5 or bike 3 to school?

6. How many crossing guards are assigned to this school? 1

7. Please CHECK the stakeholders that will participate in the SRTS Program:

☒ Principal ☒ Parents ☒ School staff ☐ Safety/Patrol Officer ☐ Local Health Department
☒ Local Planning or Engineering Department ☒ Other: PTO

The below contacts express their interest and support of becoming a Safe Routes to School Partner

Main Point of Contact(s)

Name Tina Wiles

Title Town of Brandon Zoning Admin.

Email TWILES@SOVER.NET

Telephone 802-236-1885

Principal Information

Name Judi Pulsifer

Signature Judi Pulsifer Date 9/27/12

Email JPULSIFER@RNESU.ORG

Comments: The Brandon Planning Commission supports this Partnership with the Neshobe PTO

APPENDIX : TYPICAL INFRASTRUCTURE RECOMMENDATIONS

The following infrastructure recommendations are typical treatments used in SRTS projects. These recommendations may or may not be included in this travel plan. The basic information is provided to give an overall understanding and implementation guidance on each treatment.

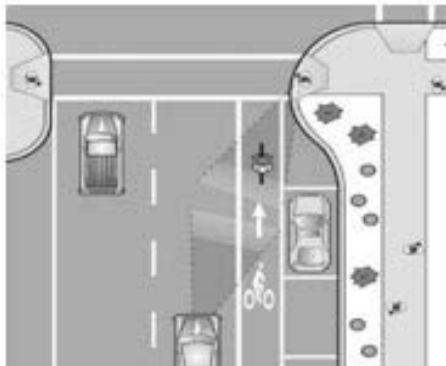


Rectangular Rapid Flashing Beacons:

Rectangular rapid flashing beacons (RRFB), as shown to the left, are warning beacons used to increase visibility of students and all pedestrians as they cross the roadway at uncontrolled crosswalks. This type of signal is pedestrian-activated, i.e., the signal will only flash if a pedestrian has pushed a button, indicating that they need to cross the street. Any proposed RRFB locations need to meet current guidance provided in the interim approval of the MUTCD. For proposed uncontrolled crosswalks on state maintained roads, VTrans approval and justification are needed.

Curb Extensions:

Curb extensions, as shown below, are recommended to reduce pedestrian crossing distances (and thus exposure to traffic) and to slow motor vehicle turning speeds at intersections. Curb extensions located along school bus routes should effectively calm traffic, but not impede buses from making the turn. Design considerations should include the appropriate design vehicle, maintenance concerns, and snow plow accommodations depending on the roadway jurisdiction.



Curb Radius Reductions:



Curb radius reductions are recommended to slow motor vehicle turning speeds and to reduce pedestrian crossing distances (and thus exposure to traffic). Curb radius reductions involve tightening the motor vehicle turning radius at an intersection, as shown to the left, without extending the curb line into a parking lane. Curb radius reductions located along school bus routes should effectively calm traffic but not impede buses from making the turn. Design considerations for curb radius reductions include the appropriate design vehicle depending on the roadway jurisdiction and ADA compliance.

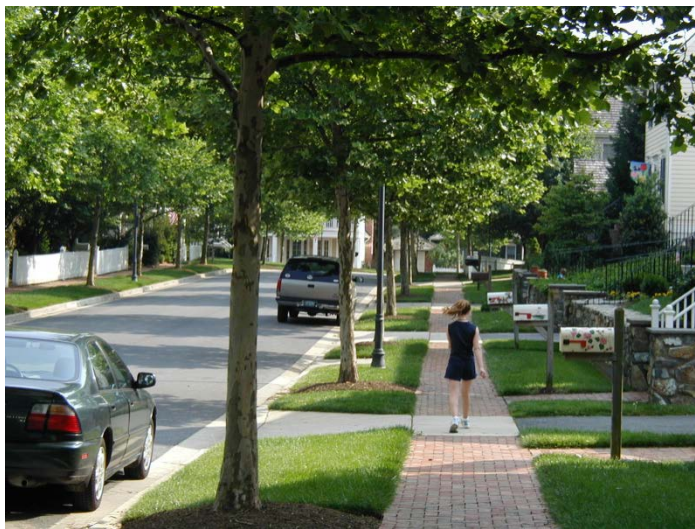
High Visibility Crosswalks:

High visibility crosswalk striping improves the visibility of pedestrians to motorists. Different striping patterns can be used and the most common patterns are variations of the ladder style, shown right. Reflective durable materials should be used to resist decay.



Sidewalks and buffers:

One of our long-term goals is to establish a well-connected sidewalk network throughout the neighborhoods so that families can walk for more of their daily trips, rather than drive. Sidewalks are the most effective when they include a buffer. This buffer increases pedestrian comfort and safety and can also serve as a place for pedestrian “overflow”, especially closer to the school where groups of walkers are largest. Based on Vermont Pedestrian and Bicycle



Facility Planning and Design Manual, the preferred design for sidewalks is a minimum six foot wide sidewalk with a minimum two foot wide buffer for local roadways with curbs. For downtowns and village centers on roadways with curbs, the preferred design for sidewalks is a minimum eight foot wide sidewalk with a minimum four foot wide buffer. For roadways without curbs, the buffer should be a minimum of five feet. Available right of way will impact the ultimate design of the sidewalk.

School Zone Identification:

School pavement markings are recommended to alert motorists that they are entering a school zone where pedestrians may be present both along and crossing the roadway. New pavement markings can work with existing school zone signs to reinforce the message to motorists about the school zone. The detail provided in the figure below is an excerpt of the MUTCD.

Figure 7C-1. Two-Lane Pavement Marking of “SCHOOL”



Speed Feedback Signs:

Communities may use a mobile “speed trailer” that can be placed in locations where motorists exceed the speed limit often enough that passive enforcement is appropriate. Permanently installed feedback signs, shown right, provide ongoing information to motorists about the speed at which they are traveling. SRTS recommended any potential feedback signs be strategically located at main access points.



For towns interested in reducing the speed limit of a roadway, an engineering study needs to be conducted by the town. Approval from VTrans is needed for state maintained roads.

Median Refuge Island:

A median refuge island, as shown right, may be used to narrow the roadway, reduce motor vehicle speeds, and improve pedestrian crossings. In locations with crosswalks, these islands improve pedestrian safety and access by reducing crossing distances and enable pedestrians to cross roadways in two stages. Design considerations for median refuge islands should include ADA compliance, maintenance concerns, and snow plow accommodations.



APPENDIX G: NON-ENGINEERING STRATEGIES RESOURCE GUIDE

| Strategy | E's | Advantages | Considerations | Resources |
|--|--------------------------|--|--|--|
| <p>Walking and Biking Safety Curriculum and/or Assembly</p> <p>These lessons can be held in the fall to promote Walk to School Day. Guest speakers teach the students pedestrian and bicycle safety skills that they can use when walking and biking to school.</p> <p>Instruction as a part of school curriculum is also vital to ensuring on-going learning of bicycle and pedestrian safety and development of skills.</p> | Education, Encouragement | <ul style="list-style-type: none"> • Assures all children learn bicycle and pedestrian safety skills • Establishes habits that benefit children throughout their lives, regardless of whether they currently walk or bike to school • Establishes consistent messages for young pedestrians and bicyclists • Provides a refresher for parents if take home materials are provided in conjunction with the assembly. It's never too late to correct bad habits. • Events can make learning fun, and help strengthen community ties with event organizers and participants. | <ul style="list-style-type: none"> • Best taught using a combination of methods, including one-time instruction (e.g. assemblies), multi-lesson classroom curricula, and skills practice (e.g. bicycle safety fairs). • Requires able and willing instructors • Should be age-appropriate • Bicycle safety education may require an outside instructor, e.g. a police officer. | <ul style="list-style-type: none"> • Walk Smart/Bike Smart Vermont! http://healthandlearning.org/documents/WalkSmartBikeSmartFINAL2008_001.pdf • National Highway Traffic Safety Administration Pedestrian Safety Lessons http://www.nhtsa.gov/ChildPedestrianSafetyCurriculum • WalktoSchool.org: Classroom activities that encourage walking and biking. www.walktoschool.org/eventideas/classroom.cfm • Pedestrian Safer Journey: The National Highway Traffic Safety Association has created a video to help teach children pedestrian safety skills. http://www.pedbikeinfo.org/pedsaferjourney/ • See Partner Resource CD for more materials |

| Strategy | E's | Advantages | Considerations | Resources |
|--|--------------------------|---|---|--|
| <p>Continue to Participate in Walk to School Day</p> <p>Walk to School Day is a one-day event that celebrates walking and biking to school.</p> <p>Generally this event is scheduled for the first full week in October along with Vermont Walk and Roll to School Day in May. Why not use this strategy multiple times a year?</p> | Education, Encouragement | <ul style="list-style-type: none"> • Excellent kick-off event for Safe Routes to School program • Generates enthusiasm for walking and biking • Way to raise community awareness about safety issues • Can be as simple as a few kids and parents meeting to walk to school or very elaborate celebrations • Can be folded into studies of international cultures as it is an international event • Date is flexible- to be counted by the National Center for Safe Routes to school the event need only take place before Dec 1. | <ul style="list-style-type: none"> • Preparations for elaborate celebrations must begin several months in advance to allow time to identify partners, plan activities, and promote the event • Should provide bicycle and pedestrian safety information to children and parents • International Walk to School Day takes place in October but some schools organize multiple Walk to School Day (or "Walk and Roll Day") events over the course of the school year (e.g. one in the fall and one in the spring). | <ul style="list-style-type: none"> • U.S. Walk to School Day website (provides resources and event registration): www.walktoschool.org • International Walk to School Day website: www.iwalktoschool.org/ • Plan and promote your Walk to School Day event http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/How%20To%20-%20Special%20Events.pdf • Walking when it is too far or unsafe guide http://saferoutes.vermont.gov/sites/saferoutes/files/Including%20Students%20When%20It%27s%20Too%20Far%20or%20Unsafe%20VT.pdf • See Partner Resource CD for more materials |
| <p>Frequent Walker/Bicyclist Program or Walking Wednesdays</p> <p>Track and reward students who walk and bicycle to school. Can be an individual competition or a competition among classes.</p> | Encouragement | <ul style="list-style-type: none"> • Provides positive reinforcement for walking and bicycling. • Children respond to incentives. • Can include all students. • Can include walking and bicycling beyond the trip to school. | <ul style="list-style-type: none"> • Necessary to identify a coordinator. • Establish a simple record-keeping system. • Establish age-appropriate goals. • Consider giving rewards to parents as well, since parents are often involved in the commute to school. | <ul style="list-style-type: none"> • Frequent Walker Punch card template http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/VT_SRTS_Punchcard_v2_110825-1.png • Vermont Challenge: Walk Across America http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/The%20VT%20Challenge%20-%20Walk%20Across%20Vermont%21.pdf • Tips for creating a walking and bicycling route map http://saferoutes.vermont.gov/sites/saferoutes/files/PDFs/Tips%20for%20Creating%20Walking%20and%20Bicycling%20Route%20Maps.pdf • See Partner Resource CD for more materials |

| Strategy | E's | Advantages | Considerations | Resources |
|--|---|--|--|--|
| <p>Traffic Enforcement (Staff)</p> <p>This can be an ongoing program for school staff. This could work well in conjunction with PBIS.</p> | <p>Education, Enforcement, Encouragement</p> | <ul style="list-style-type: none"> • Crossing guards play an important role in helping children cross the street at key locations, reminding drivers of the presence of pedestrians, and making parents feel more comfortable about letting their children walk and bicycle to school. • Staff and crossing guards can also reward students with school determined incentives in order to reinforce positive behavior. | <ul style="list-style-type: none"> • Requires some training and coordination with crossing guards | <ul style="list-style-type: none"> • Adult School Crossing Guard Guidelines (NCSRTS) http://guide.saferoutesinfo.org/crossing_guard/pdf/crossing_guard_guidelines_web.pdf • Florida School Crossing Guard Training Guidelines http://saferoutesinfo.org/program-tools/florida-school-crossing-guard-training-guidelines • Lessons from Florida's Crossing Guard Program http://saferoutesinfo.org/events-and-training/srts-webinars/lessons-floridas-crossing-guard-program • See Partner Resource CD for more materials |

| Strategy | E's | Advantages | Considerations | Resources |
|---|--------------------------|---|--|---|
| Bicycle Safety Fair This is a single-day event that promotes bicycle safety. At the bicycle safety fair, students can borrow bicycles or bring their own. | Education, Encouragement | <ul style="list-style-type: none"> Events such as bike safety fairs make learning fun and can help strengthen community ties with event organizers and participants. At the bicycle safety fair students learn safety skills such as how to properly wear a helmet and how to behave while bike riding. The bicycle safety fair can also have a closed "test course" for the students to ride along. This helps the students to practice in a safe environment and gain confidence in their decision-making skills. | <ul style="list-style-type: none"> Requires able and willing instructors Should be age-appropriate Bicycle safety education may require an outside instructor, e.g. a police officer. These events require planning and materials to share with students | <ul style="list-style-type: none"> Teaching a Bicycle Safety Fair in Vermont http://www.vtbikeped.org/what/VT_Safety_Fair_Curriculum.pdf Bicycling Life page on bicycle safety fairs: http://www.bicyclinglife.com/SafetySkills/BicycleRodeo.htm An organizer's guide to bicycle safety fairs http://www.bike.cornell.edu/pdfs/Bike_Rodeo_404.2.pdf Easy steps to properly fit a bicycle helmet http://www.nhtsa.gov/people/injury/pedbimot/bike/EasyStepsWeb/ |
| Walk Audit/Parent Surveys / Student tallies The team will meet annually (ideally in August before school starts) to review the accomplishments from the previous year and set new goals for the upcoming school year. | Evaluation | <ul style="list-style-type: none"> Establishes baseline information on student travel behavior and perceived barriers to walking and biking Helps determine existing needs Helps determine success of SRTS efforts and identify needed adjustments | <ul style="list-style-type: none"> Best to conduct initial surveys before SRTS measures have been implemented Requires teacher buy-in and administrative organization Getting parents to fill out and return surveys can be a challenge. Follow up is necessary. Consider a contest among classes for highest rate of return. | <ul style="list-style-type: none"> Student In-Class Travel Tally Form: http://www.saferoutesinfo.org/resources/evaluation_student-in-class-travel-talley.cfm Parent Survey Form: http://www.saferoutesinfo.org/resources/evaluation_parent-survey.cfm Instructions for Survey Administration: http://www.saferoutesinfo.org/resources/evaluation_instructions.cfm Instructions for Data Entry: http://www.saferoutesinfo.org/resources/evaluation_cover-sheets.cfm |

| Strategy | E's | Advantages | Considerations | Resources |
|--|--------------------------|--|--|---|
| Walking School Buses/ Bicycle Trains Walking school buses and bicycle trains are adult supervised groups of students walking and/or bicycling to school. | Education, Encouragement | <ul style="list-style-type: none"> • Adult supervision on the walk to school • Can be loosely structured or highly organized • Can include a meeting point in a parking lot so children and parents who must drive can participate. • Adults can rotate who will lead each time. | <ul style="list-style-type: none"> • Need to identify routes where conditions support walking and there is sufficient demand for supervised walking • Requires parents willing to walk with children and learn about how Walking school buses are organized and conducted. • More organized structure requires considerable planning | <ul style="list-style-type: none"> • How to start a walking school bus or bike train http://guide.saferoutesinfo.org/walking_school_bus/pdf/wsb_guide.pdf |
| Drive Safe Campaigns Some parents are not aware of how their driving behavior can put walking students at risk. This teaches parents how their unsafe driving habits can put their children in danger. | Education | <ul style="list-style-type: none"> • Has the ability to effect positive change in the community and around the school • Improves the safety of the walking environment • Good drivers can help to set the example for good behavior. This is especially true for helping to control speeds. | <ul style="list-style-type: none"> • This requires a person to organize and administer the campaign. • May not be effective at schools where parent/teacher organizations are weak • Law enforcement officers would be great at speaking at the campaign events. Sometimes, due to their heavy schedules that can be difficult to pin down. • A good way to contact parents is at back to school night and PTA meetings. Starting at the beginning of the year helps to prevent bad habits from starting. Law enforcement officers (or other teachers) can hold a brief assembly to explain the dangers of unsafe driving in school areas. • Law enforcement officers can provide a demonstration of how difficult it is to quickly stop a moving vehicle at 50, 40 and 30 mph. The National Center has information on how the speed of the vehicle can affect the severity of injury that the pedestrian experiences in a crash. | <ul style="list-style-type: none"> • Driving Around Schools: Keeping Children Safe http://apps.saferoutesinfo.org/lawenforcement/resources/driving_tips.cfm • Parents, Avoid Becoming a Traffic Hazard http://www.aaamidatlantic.com/FetchFile.ashx?id=e55bfa26-a70d-4e17-afde-073b86cc9975 |

| Strategy | E's | Advantages | Considerations | Resources |
|--|---------------|--|---|---|
| <p>Crossing Guard Appreciation Day</p> <p>Crossing guards help our children cross the road safely in the mornings and afternoons, in all weather conditions. Remind them that you appreciate their service and dedication. Students can create thank you cards that they deliver themselves during their walks home, or teachers and administrators can honor them formally during a school assembly.</p> | Encouragement | <ul style="list-style-type: none"> • Maintains a positive relationship between the crossing guards and the school/community. • Can inspire crossing guards to continue to be reliable, safety figures. • Creates an opportunity to remind students why it is important to practice safe walking skills. | <ul style="list-style-type: none"> • Requires coordination between the crossing guards, school administrators and school instructors. • May require materials to create the thank-you cards. • Is most effective with newsletter and in-school announcements. • Relatively inexpensive strategy | <ul style="list-style-type: none"> • Active Transportation Alliance webpage for Crossing Guard Appreciation Day http://www.activetrans.org/crossingguard |

| Strategy | Advantages | Considerations | Resources | Actions |
|--|--|---|---|---|
| <p>Wide Paved Shoulders</p> <p>Wide paved shoulders are created by striping a roadway to provide space for a shoulder and a travel way for motor vehicles. Travel lanes on local roads have been typically reduced to ten feet wide with a few municipalities reducing their travel lane on local roads to nine feet. On state roadways, travel lane widths are typically eleven feet. Wide paved shoulders can also be created by adding pavement to one or both sides of the paved roadway.</p> | <ul style="list-style-type: none"> • Provide room for pedestrians when there is no sidewalk or other facility. • Provide a clear space for bicyclists that is separated from the motor vehicle travel way. • Research has shown that by narrowing travel lanes, motor vehicle speeds might also be reduced. | <ul style="list-style-type: none"> • Lane markings need to be bright and maintained to clearly delineate the motor vehicle travel lane. When lane markings fade, the travelway for motor vehicles appears to be wider which tends to encourage motorists to travel at higher speeds. • When adding pavement to widen the roadway and accommodate shoulders, the base material for the shoulder needs to be integrated well with the base material under the existing road to minimize the potential for pavement cracking and settling that would create hazardous conditions for bicyclists and motorists. • The <i>Vermont State Standards</i> provide detailed information on appropriate travel lane and paved shoulder widths for different classification of state roads. These standards also provide a guide for appropriate lane and shoulder widths for town roads. • Other considerations include right-of-way, drainage, grading, existing signs and structures, and utilities. | <ul style="list-style-type: none"> • Vermont State Standards http://www.aot.state.vt.us/progdev/standards/statabta.htm | <ul style="list-style-type: none"> • For town roads, it is best to begin discussions with the appropriate ,Selectboard, Board of Trustees, or City Council (municipal legislators) and town officials such as Road Commissioner and/or Town Engineer to determine the municipality's policies on travel lanes widths. Provide background information on the benefits of the narrower travel lanes for speed reduction and safer conditions for pedestrians and bicyclists. • Review wider shoulder proposals with municipal officials. If sufficient pavement is exists, suggest conducting an experiment with temporary striping to provide the wider shoulders. • Follow up with feedback and request for comments from the municipal officials and community. |

| Strategy | Advantages | Considerations | Resources | Actions |
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| <p>Speed Feedback Signs</p> <p>Speed feedback signs, either temporary or permanent, show motorists how fast they are traveling as calculated by radar.</p> | <ul style="list-style-type: none"> • Speed feedback signs tend to slow motorists and remind motorists of the posted speed limits. • The temporary signs can be relocated easily and set up for short time periods, which increases their effectiveness. | <ul style="list-style-type: none"> • Speed feedback signs must follow the State's placement guidelines that be provided on State Roads. | <ul style="list-style-type: none"> • <i>Guidelines for the Use of Radar Speed Feedback Signs on the State Highway System</i> http://www.aot.state.vt.us/documents/3014_Guidelines_on_the_Use_of_Radar_Speed_Feedback_Signs.pdf | <ul style="list-style-type: none"> • Review the State's speed feedback sign guidelines to be sure the proposed location is acceptable. • Contact the municipality to determine the appropriate person to contact regarding the placement of speed feedback signs, either temporary or permanent. • Contact the responsible party to understand their process for the placement of speed feedback signs and whether the sign should be temporary or permanent. Follow the process for installation of the speed feedback sign • If a temporary feedback sign was installed, review the results with the municipality to determine if it has been successful. If successful, suggest to the municipality of providing a permanent speed feedbacksign. • Check with the regional planning commission, the local police or the county sheriff about potential funding sources. |

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| <p>High Visibility Crosswalks</p> <p>High visibility crosswalks are roadway markings designating a location for pedestrians to cross a roadway. High visibility crosswalks are typically in locations that are convenient to pedestrians and visible to motorists. High visibility crosswalks must be installed with reflective durable material.</p> | <ul style="list-style-type: none"> • Crosswalks provide a notification to both pedestrians and motorists on where pedestrians may be crossing the roadway. • Pedestrians have the right-of-way when in a crosswalk and motorists are supposed to stop their vehicles until the pedestrians has cleared the roadway. | <ul style="list-style-type: none"> • In Vermont, the recognition of the right of pedestrians in a crosswalk is higher than in other states; however pedestrians should assume that a motorist may not see them or stop. • Crosswalks should typically have a receiving facility, such as a path or sidewalk, on either end. However, on town roadways where pedestrians use the sides of the roadway for travel and there is a regular need for pedestrians to cross the roadway, a crosswalk might be appropriate. • Crosswalks may be marked with different striping patterns but the most common pattern is the ladder style. • Further considerations may be needed for crosswalks location at unsignalized intersections and at mid-block locations to determine if additional features are needed to increase pedestrian safety. | <ul style="list-style-type: none"> • <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i> http://www.aot.state.vt.us/progdev/Sections/LTF%20Info/BikePedTOC.html • Vermont's <i>Guidelines for the Installation of Crosswalk Markings and Pedestrian Signing at Marked and Unmarked Crossings</i> http://www.aot.state.vt.us/progdev/sections/highway%20info/DocumentsRoadwayPages/TrafficOpsCrosswalk%20Guidelines%202004.pdf • <i>Safety Effects of Marked Versus Unmarked Crosswalks at Uncontrolled Locations</i> http://www.fhwa.dot.gov/publications/research/safety/04100/04100.pdf | <ul style="list-style-type: none"> • Talk with the municipal road commissioner, planner or engineer to get their guidance on the best way to move forward with the installation of a high visibility crosswalk on a non-state road. After gaining their support, discuss the request for a crosswalk with the municipal legislators, if needed. • For non-state roads, after gaining appropriate endorsements, work with the appropriate local official or employee to get the high visibility crosswalk installed in the proper and safe location. • For state roads, work with the appropriate municipal official or employee to approach the regional planning commission to get assistance on doing a study to determine if a crosswalk is warranted and safe. . |

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| <p>Shared Use Paths</p> <p>Shared use paths are separate facilities for non-motorized users such as bicyclists and pedestrians. Typically these facilities have their own right-of-way rather than sharing a right-of-way with a roadway.</p> | <ul style="list-style-type: none"> • Provides a safe place for non-motorized users that are typically separated from motor vehicles. • Shared use paths appeal to users of all different skill levels, particularly those with basic or beginner skills. | <ul style="list-style-type: none"> • Shared use paths should typically be a minimum of ten feet wide and paved with asphalt. • Guidelines for the construction of shared use paths can be found in the <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i>. • Further considerations are needed at intersections of the shared use path and roadways to ensure safety for all users. | <ul style="list-style-type: none"> • <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i> http://www.aot.state.vt.us/progdev/Sections/LTF%20Info/BikePedTOC.html • <i>American Association of State Highway and Transportation Officials, Guide for Development of Bicycle Facilities, latest edition</i> | <ul style="list-style-type: none"> • Work with the municipal planning office, road commissioner, administrator or other municipal officials to gain their support for the proposed shared use path. • Work with municipal partners to engage the regional planning commission with the project in terms of funding or other support for an initial alignment study to determine the appropriate shared use path alignment and end points. This study will help the community understand where the shared use path may be located as well as the issues that will need to be addressed, the types of permits that will be needed, and the potential cost for developing the shared use path as proposed. This study, done with community input, will help the community decide if they want to proceed further with the project. • If the community wishes to continue work on the shared use path, work with the municipal partner to understand potential funding sources and the various requirements involved in obtaining them. |

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| <p>Bicycle Routes/Share the Road Signs</p> <p>Bicycle route signs are officially designated routes for bicyclist through municipalities. They are typically used to focus bicycle travel onto roadways most suited for it. “Share the Road” signs are roadway signs that provide a notice to motorists, bicyclists, and pedestrians that they need to share the road with each other.</p> | <ul style="list-style-type: none"> • Bicycle route signs assist bicyclists in determining the best route for their travel. • Provides a notice to all road users that they are not the only ones using the roadway. • Can raise safety conditions for bicyclists due to greater awareness by motorists of bicyclists on the road. | <ul style="list-style-type: none"> • The number and location of bicycle routes and signs should be carefully studied by the community prior to implementation. Measures should be taken to reduce sign clutter. • Bicycle route signs and “Share the Road” signs must meet the guidelines provided in the <i>Manual on Uniform Traffic Control Devices</i> (MUTCD). | <ul style="list-style-type: none"> • <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i> http://www.aot.state.vt.us/progdev/Sections/LTF%20Info/BikePedTOC.html • <i>Manual on Uniform Traffic Control Devices, latest edition (MUTCD)</i>, http://mutcd.fhwa.dot.gov/kno_2009r1r2.htm | <ul style="list-style-type: none"> • Review guidelines provided in the latest edition of the MUTCD to make sure signs are compliant. • Work with the municipal planning office, road commissioner, administer or other municipal officials to gain their support for the creation of bicycle routes and/or for posting “Share the Road” signs. • Follow the recommendations of the local official or employee as to the appropriate way to proceed, which could include: <ul style="list-style-type: none"> - Presenting the idea to the municipal legislators; - Implementing existing recommendations in a bicycle plan for the community; - Undertaking the development of a bicycle plan for the community to make sure that the specific recommendations still work within the context of the entire municipality; and - Working with the regional planning commission. |

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| <p>Sidewalks</p> <p>Sidewalks are paths separated from other roadway users along the sides of the roadway reserved for pedestrians.</p> | <ul style="list-style-type: none"> • Sidewalks provide a relatively safe location for pedestrians along the sides of a roadway. • They help to separate other roadway users and pedestrians within the same right-of-way. | <ul style="list-style-type: none"> • The availability of sufficient right-of-way to install sidewalks, including the travel way for vehicles and standards for sidewalk width, must be assessed. • Sidewalks are most effective when they include a buffer, typically landscaped, that can be greater than two feet. • When sufficient right-of-way is not available for a buffer, a curb should provide some degree of separation between the roadway and the sidewalk. • Other considerations include drainage, grading, existing signs and structures, and utilities. | <ul style="list-style-type: none"> • <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i> http://www.aot.state.vt.us/progdev/Sections/LTF%20Info/BikePedTOC.html • <i>Designing Walkable Urban Thoroughfares: A Context Sensitive Approach</i> (Institute of Transportation Engineers - Publication #RP 036A) | <ul style="list-style-type: none"> • Review the state's <i>Pedestrian and Bicycle Facility Planning and Design Manual</i> to determine the appropriate dimensions based on roadway classification. • Work with the municipal planning office, road commissioner, administrator, or other municipal officials to gain their support for the proposed sidewalk. • Work with municipal partners to determine the appropriate sidewalk location based on available right-of-way. • Contact the regional planning commission for advice on process and funding options. Gain their assistance to gaining input from VTrans for sidewalks on State highways. • Review the sidewalk location to determine if any additional issues will need to be addressed, the types of permits that will be needed, and the potential cost for developing the proposed sidewalk. This review, done with community input, will help the community decide if they want to proceed further with the project. • If the community wishes to continue work on the proposed sidewalk, work with the municipal partners to understand potential funding sources and the various requirements involved in obtaining them. |

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| <p>School Zones</p> <p>A School Zone is an identified location on the roadway adjacent to a school which extends several hundred feet in each direction and is identified with signs and pavements markings and often a reduction in the posted speed limit, all meant to alert motorists to the presence of students on or near the road.</p> | <ul style="list-style-type: none"> • School Zones Increase awareness of motorists that there may be students on or near the road and that they should drive more slowly and carefully. • They help to make a safer environment for students as they walk along or across a roadway. | <ul style="list-style-type: none"> • The amount of daily vehicular traffic that passes by the school during arrival and dismissal times. • The sight distances for signs and pavement markings noting the limits of the school zone. • The creation of a school zone typically needs the approval of the municipality, either from the Selectboard, Board of Trustees or City Council, unless they have passed on this approval to the Road Commissioner. • School Zones created on state roads need VTrans approval. | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Work with the municipal planning office, road commissioner, administrator, or other municipal officials to gain their support for the proposed sidewalk. • Discuss the creation of a school zone with local Selectboard, Board of Trustee or City Council to gain their support. • Work with the municipal officials and the regional planning commission to contact VTrans to gain their approval of a school zone on a state road, starting with the VTrans Safe Routes to School coordinator. • Work with the municipal planning office, road commissioner, administrator, or other municipal officials to determine the specific limits of the school zone and the methods to be used to notify motorists of its presence, including signage, warning lights during arrival and dismissal times, pavement markings or other methods. • Work with municipal partners to determine the most appropriate way to provide funding for the notifications as appropriate and work with them to secure funding. |

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| <p>Road Signs</p> <p>Road signs provide information on road conditions, direction, advisories or mandatory actions.</p> | <ul style="list-style-type: none"> • Signs can notify road users about road conditions, users, regulations or suggestions that may not be immediately apparent. • Signs are typically not an expensive installation and can be approved and installed quickly. | <ul style="list-style-type: none"> • The number and type of existing signs can influence the effectiveness of new signs. • Permanent signs often become part of the background that are not readily perceived for regular road users. • Changing conditions, such as temporary flashing lights or periodic flags, can continually draw attention to a sign. • Adding new signs to local road typically needs the approval of the municipality, either from the Selectboard, Board of Trustees or City Council, unless they have passed on this approval to the Road Commissioner. • Signs added to state roads need VTrans approval. | <ul style="list-style-type: none"> • <i>Vermont Pedestrian and Bicycle Facility Planning and Design Manual</i> http://www.aot.state.vt.us/progdev/Sections/LTF%20info/BikePedTOC.html • <i>Manual on Uniform Traffic Control Devices, latest edition (MUTCD)</i>, http://mutcd.fhwa.dot.gov/kno_2009r1r2.htm | <ul style="list-style-type: none"> • Work with the municipal planning office, road commissioner, administrator, or other municipal officials to gain their support for the placement of new signs. • Discuss the placement of new signs with local Selectboard, Board of Trustee or City Council to gain their support. • Work with the municipal planning office, road commissioner, administrator, or other municipal officials to place the signs. • Work with the municipal officials and the regional planning commission to contact VTrans to gain their approval of a school zone on a state road, starting with the VTrans Safe Routes to School coordinator. |

Accessible Pedestrian Signals:

Accessible Pedestrian Signals (APs) include pedestrian signal features, including push buttons that are designed to accommodate persons with disabilities, particularly visually impaired. Accessible Pedestrian Signals can be appropriate where specifically requested to assist disabled citizens, or where conditions warrant (i.e. areas where it is difficult to cross using non-visual cues, complex signal phasing, complex intersection geometry, etc.). The 2009 MUTCD includes the following guidance: “if a leading pedestrian interval is used, the use of accessible pedestrian signals should be considered” (2009 MUTCD Section 4E.06).

Leading Pedestrian Intervals:

At signalized intersections, Leading Pedestrian Intervals (LPIs) allow the crosswalk/pedestrian movement to begin crossing between three and six seconds before the green light is given to motor vehicle traffic in the same direction. LPIs are appropriate at signalized intersections where there is relatively heavy pedestrian volume or significant conflicts with turning vehicles.

Pedestrian Countdown signals:

Countdown signals provide a numerical display of time remaining once the “red hand” or “Don’t Walk” symbol appears, allowing pedestrians to see how much time they have left to complete crossing the street.

Traffic Controls at Intersections:

Traffic signals regulate the flow of all travelers across intersections, regardless of mode. Signals for both motorists and pedestrians are particularly important at high-use, mid-block crossings on higher speed roads, multi-lane roads, or at highly congested intersections (2009 MUTCD).

Rapid Flashing Beacons:

Rapid flashing beacons will increase the visibility of students and all pedestrians as they cross the roadway. This type of signal is pedestrian-activated, i.e., the signal will only flash if a pedestrian has pushed a button, indicating that they need to cross the street.

Curb Extensions:

Curb extensions are recommended to reduce pedestrian crossing distances (and thus exposure to traffic) and to slow motor vehicle turning speeds. Curb extensions located along school bus routes should effectively calm traffic, but not impede buses from making the turn.

Curb Radius Reductions:

Curb radius reductions are recommended to slow motor vehicle turning speeds and to reduce pedestrian crossing distances (and thus exposure to traffic). Curb radius reductions involve tightening the motor vehicle turning radius at an intersection without extending the curb line